

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)
- How to put two words together to make a new (compound) word (Days 2, 4)
- The name, sound, written form, and uses of the letter A (Days 2–5)

123

Mathematics

Working with Shapes

- How to identify shapes based on verbal descriptions (Days 1, 5)
- Shapes can be different sizes (Days 2, 5)
- How to reproduce a group of shapes by memory (Days 3, 4, 5)
- How to identify a missing shape from a group (Days 4–5)

Self-
Regulation**Paying Attention**

- How to concentrate on our breathing to help our minds feel calm and our bodies feel relaxed (Day 1)

Social-
Emotional**Understanding Feelings**

- An emotion is how we feel on the inside (Day 2)
- There are many kinds of emotions. Facial expressions can convey emotions (Day 2)
- When we are happy we feel good inside (Day 3)
- When we feel silly inside we may feel happy and playful (Day 3)

Social
Studies**Exploring Where We Live**

- Different types of homes (Day 4)
- Things we can find inside a home (Day 5)



Science

Being a Scientist

- How to use a balance scale to compare the weight of two items (Day 1)
- How to use a magnifying glass to observe something more closely (Day 2)
- Naming, describing, and using tools (balance scale, magnifying glass, and binoculars) to learn more about things (Day 3)

Physical/
Health**Moving Our Bodies**

- How to bend our bodies in different ways (Day 4)
- How to balance when we stop moving our bodies (Day 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 O.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter O 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 O card.]

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

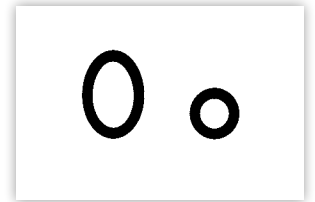
Letter O says /o/, just like in the word "observe." /o/, /o/, observe. Let's together say /o/, /o/, observe.

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

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

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will identify basic shapes based on verbal descriptions.



Key Concepts

New: Characteristic



Materials Needed

*1 circle, square, rectangle, or triangle for each child

*Printables provided



Optional Reading

The Secret Birthday Message by Eric Carle

BEGIN: Please hold up a group of four fingers. Please show five fingers. Let's show how we can hold up seven fingers.

EXPLAIN: Today we will do some more work with shapes. Each of you will get a shape to hold. When I give you a shape, please tell us the name of the shape if you know it.

ACT: [Give one shape to each child. Listen to and acknowledge the shape name identified by each child. If a child says an incorrect shape name, give the correct name and briefly describe its characteristics.]

- I am going to say some characteristics of a shape. A **characteristic** is something special about a living thing or a thing that is not living.
- If your shape has the characteristics I describe, please hold it up.
- I am looking for a shape that is round and does not have corners. If you have this shape, please hold it up! What is the shape? (circle)
- Let's try another one. I am thinking of a shape that has three sides and three corners. It does not have curved lines. If you have this shape, please hold it up! What is the name of this shape? (triangle)
- Triangles can look different. Some have longer sides or different corners than others. If it has three straight sides and three corners, it is a triangle!

[Continue the game with a rectangle and a square as long as time and child interest allow.]

RECAP: Today we listened to the characteristics of shapes and held up our shape if it had the characteristics I described. We are becoming shape experts!



Scaffolding Tips

Extra support ■ As you describe a shape's characteristics, draw it in the air. ■ If one or more children hold up an incorrect shape, encourage children to compare their shapes without drawing attention to the "wrong" shapes. Simply ask if all of our shapes have the same characteristics.

Enrichment ■ Teach children the *Shape Hokey Pokey*. Give each child a shape from the prior activity to hold. Invite them to put their shape in the circle instead of a body part. "You put your square in, you take your square out. . . ." ■ For more advanced fun, ask children to put their "three-sided shape in" during the *Shape Hokey Pokey*. Call the shapes by their characteristics rather than their names.

123 Center Activity

In the block center, encourage children to name the block shapes they use when building. Provide basic shape cutouts for children to use as a reference when looking for shapes in the blocks.



Family Child Care

Play a shape game outdoors with sidewalk chalk. Draw the four basic shapes in front of each child. Invite children, one at a time, to take turns describing a shape. Then encourage children to step on each described shape. Continue as children describe shapes. Children may also enjoy making shape pictures with sidewalk chalk.

WEEK

10

Paying Attention

Self-Regulation



DAY

1

3-5 YEARS

Large Group



Skill and Goal

Concentrate

Children will understand how to concentrate on their breathing and bodies.



Key Concepts

New: Calm
Relaxed

Review: Self-control
Concentrate



Materials Needed

None



Optional Reading

My Mouth is a Volcano! by
Julia Cook

BEGIN: We are learning about self-control. We know that self-control can help us make good choices. We practiced using self-control several weeks ago when we waited to pop bubbles. We also waited to make our instruments make sound. Was it hard to wait?

EXPLAIN: When we use self-control we make ourselves wait so we can make a good choice. Sometimes this can be hard.

Today we will learn to concentrate on our breathing and bodies. This can help us with our self-control. Concentrating on our breathing and bodies can also help our mind to be calm.

It's hard to use self-control when our mind is full of thoughts. Our thoughts can seem noisy in our head when our mind goes too fast and we have many thoughts at the same time. When we **calm** our mind, our noisy thoughts get quiet.

When our mind is calm, we can think about things before we do something. A calm mind helps us use self-control.

We can concentrate on our breathing and feel our stomachs move in and out. Remember, when we concentrate on something we pay close attention to it. We pay close attention to air going in and out of our bodies when we concentrate on our breathing.

Today we will think about how our breathing makes our body feel inside. Concentrating on our breathing can help our body feel relaxed. Our body feels calm when we are **relaxed**. Our muscles can feel really tight when our bodies are not relaxed.

ACT: We are going to sit on the floor. This will help us feel more relaxed. We need our classroom to be very quiet. I will be the only one talking during our activity. The quiet will also help us feel more relaxed.

[Spread children out so they have their own personal space. Invite them to sit. When all children are arranged, dim or turn out the lights in the classroom, if possible.]

As you breathe in and out, put your hand on your stomach to feel how it moves as you breathe. Let's practice breathing while feeling our stomach move in and out.

Let's take a deep breath.

In, 1, 2, 3, out, 1, 2, 3.





If you want, you can close your eyes to help you relax.

Breathe in through your nose and out through your mouth.

In, 1, 2, 3, out, 1, 2, 3.

In, 1, 2, 3, out, 1, 2, 3.

When you breathe in, bring the air all the way down into your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Your hand on your stomach should move up and down as you breathe.

In, 1, 2, 3, out, 1, 2, 3.

Keep breathing in slowly and breathing out slowly.

Feel your body starting to relax. Your eyes are feeling heavier and heavier as you keep breathing all the way into your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Now we are going to focus on our hands and arms. Pretend that you have two small oranges, one in each hand. Pretend you are going to squeeze the oranges to make orange juice. Tighten your fists as much as possible. Pretend you are squeezing the oranges as hard as you can. Okay, there's no more juice left in the oranges. Relax your hands.

Wow! Here comes a beautiful butterfly. He's coming over to you. He's flying around your head. Oh! He landed on your nose. Don't touch our imaginary butterfly with your hands, because we might hurt him. Instead try to get the butterfly to move off of your nose by scrunching up your nose and face.

Squeeze your face up and move your nose around. Wrinkle up your face really hard. Now, relax. Our imaginary butterfly flew away. Feel the muscles in your face relax.

Now just relax and focus on how your body feels. Your face was tight but now it's relaxed. Your fists were tight but now your hands feel open and free. Your stomach is now relaxed. Your whole body feels relaxed.

Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we feel our stomachs go in and out.

RECAP: Today we did a breathing activity and concentrated on making our bodies relaxed. How did it make you feel? Our mind can focus on things more clearly when we relax. A quiet mind can help us use self-control and make good choices.



Scaffolding Tips

Extra support ■ If a child has difficulty sitting still, ask another adult to sit with the child and gently hold the child's hand on his/her stomach while quietly saying "in" and "out."

Enrichment ■ After the activity, invite children to think of times that are hard for their bodies to relax. (when they are excited about something, when running and playing outside, when they are upset about something)



Center Activity

In a quiet area of the room, hang a sheet to be used as a sort of tent. Play quiet, peaceful music and invite children to use the space to practice concentrating on their breathing.



Family Child Care

Encourage children in your setting to practice concentrating on their breathing as they blow bubbles. Provide each child with a small container of bubble liquid and wand. Invite children to blow the biggest bubble they can. Explain to children that by slowly exhaling they can make a bigger bubble. Younger children will enjoy catching bubbles as older children focus on their breathing while blowing bubbles.



3–5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will understand how to use a balance scale.



Key Concepts

New: Balance scale
Weight

Review: Tool
Prediction



Materials Needed

Balance scale
2 small toys
Rock
Button
Paper
Block
Straw
Toy car

BEGIN: We are learning how to be scientists. This week we will learn about some of the tools scientists use.

EXPLAIN: We know a tool is an item that helps us do something. Scientists often use different kinds of tools to learn more about things. We are learning how to use paintbrushes, sponges, and other tools to create art.

Today we are going to learn about a tool called a balance scale.

[Display a balance scale.]

This is a balance scale. It has two sides for holding things. Sometimes we want to compare two things to find out which thing is heavier. A **balance scale** shows us which thing is heavier.

ASK: Have you ever used a balance scale?

[Invite children to describe their experiences with a balance scale.]

EXPLAIN: Today we are going to look at some items and predict which one is the heaviest.

ASK: Who would like to remind us what it means to make a prediction? (to think about what might happen)

EXPLAIN: We use a balance scale to compare the weight of two things by putting one item on each side. The side that is lower holds the heavier item. The word **weight** means how heavy something is.

ACT: Let's compare two toys. Which toy do you predict is heavier?

[Demonstrate how to use the balance scale by placing one toy on each side to compare the two toys. Point out that one side of the balance scale is lower than the other.]

- Which toy was heavier?
- Was our prediction correct?

[Continue to compare two items with the balance scale, following the format used for the above comparison of two toys. Encourage children to make a prediction before putting items on the scale. Invite volunteer children to place items on the scale and report which one is heavier. Compare as many items as time and child interest permit. Below are item comparison suggestions:

- *paper and block*
- *button and rock*
- *straw and toy car]*



EXPLAIN: There are many reasons we might want to know which of two items is heavier. If we found two rocks on a hike and wanted to know which rock was heavier, we could put one on each side of a balance scale to find out which rock was heavier.

RECAP: Today we learned how to use a balance scale to compare two items. The balance scale shows us which item is heavier. The heavier item weighs the most.



Scaffolding Tips

Extra support ■ If time permits, invite children to feel each item before predicting which one will be heavier. ■ Some children may find the prediction part of the activity too challenging and would benefit from comparing the weight of items more informally. ■ Ask children to pretend they are a balance scale with their extended arms and two hands when making predictions.

Enrichment ■ Encourage children to add things to the lighter side of the balance scale to make that side heavier. Can they add things to make both sides the same?



Center Activity

Provide a balance scale and several items for children to compare. Be sure to include both heavy and light items. Encourage children to determine which item is heavier. Invite children to find two items that weigh nearly the same amount.



Family Child Care

Invite children to find items in the home that they think are the same weight. Use a balance scale to find out. Are their predictions correct?



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 A.



Key Concepts

Review: Compound word
Alphabet



Materials Needed

- *Compound word cards—1 per child
- *Compound word card “butterfly”
- *Component word cards “butter” and “fly”
- *Letter A card
- Chart paper
- Marker
- Children’s name cards
- List of children’s first names
- *Printables provided

BEGIN: We are learning about compound words. Who would like to remind us what a compound word is? (a word made up of two words)

Today we are going to do something different with compound words. Each of us will get a card with a picture and a compound word on it. We will take turns saying the name of the picture on our card. Then we will try to figure out the two words that make up our compound word. Let me show you.

[Display the compound word card “butterfly.”]

ASK: What do you think is the compound word on my card?

EXPLAIN: Yes! My compound word is butterfly. Let’s clap for each part of my compound word.

[Lead children in clapping two times as you say the word.]

We know that compound words are made up of two words. We need to decide which two words make up my compound word. I’ll say the word again. Let’s listen carefully for two different words when I say the compound word.

[Enunciate clearly when you say the compound word “butterfly.” Emphasize each component word.]

ASK: What is the first word you hear in the word “butterfly”?

EXPLAIN: Yes. The first word is “butter.”

[Display the word card “butter.” Describe the picture on the card.]

Now listen carefully as I say the compound word again.

[Enunciate clearly when you say the compound word. Emphasize each component word.]

ASK: What is the other word you hear in “butterfly”?

EXPLAIN: Yes. The last word is “fly.”

[Display the word card “fly.”]

When we put “butter” and “fly” together we make the word “butterfly.” “Butterfly” is a compound word!

ACT: Now we will each have a turn to figure out which two words we hear in a compound word.



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John Talbot/flickr/CC BY 2.0



[Give each child a compound word card.]

Look carefully at your compound word card. Ask me or your neighbor to help you if you do not know the picture shown on your word.

[Use the procedure demonstrated on the previous page to help each child identify the two words in his/her compound word. If other children know the words that comprise a child's compound word, remind them to think of the words in their head rather than say them out loud. This way each person will get a turn to determine the two words in their own compound word.]

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

[Display letter A card.]

ASK: Does anyone know the name of this letter?

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

[Demonstrate writing an uppercase A at the top of a chart paper.]

This is an uppercase A.

We can also write the letter A like this.

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

This is a lowercase a.

We are learning about letters of the alphabet. We know that the alphabet contains all the letters we use to write words. Alphabet is a word that starts with the letter a. I will write this word on our chart. I am going to write the word "alphabet" with a lowercase (small letter) a.

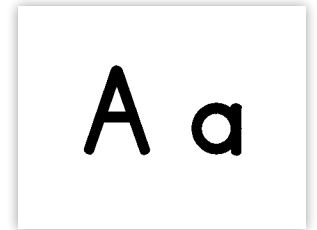
[Say each letter as you write the word. Emphasize a.]

Let's all say the word "alphabet."

[Invite a volunteer child to point to the letter a at the beginning of the word "alphabet."]

Let's look at the very first letter of our name. Pop up if you have the letter A 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 an A at the beginning of their name. If there are children whose name begins with the letter A who do not stand, point to the letter A on their name card. Compare the letter A in their name as you hold the letter A card next to their name card.]





If no one in the group has a first name beginning with the letter A, say “No one popped up because no one has a name that starts with the letter A.” 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 A.

If a child indicates there is a letter A 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 a that appears somewhere else in a child’s name.]

RECAP: Today we listened for the two words that are in a compound word. We tried this with different compound words. Let’s together try to hear two words in another compound word. The compound word is popcorn. Pop up if you can name both words in the compound word popcorn! What are the two words? Yes! We hear the words “pop” and “corn” in the word popcorn. Popcorn is a compound word.

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



Scaffolding Tips

Extra support ■ As children try to determine which two words make up a compound word, say the compound word slowly and separate the two words if appropriate.

Enrichment ■ If children easily identify the two words that make up their compound word, discuss other compound words not included in your collection of compound word cards. Select words that you anticipate will be highly familiar to children because they will not have the benefit of pictures for this extra challenge. Some examples of new compound words include:

footprint	nametag	raindrop	stomachache
baseball	sweatshirt	headphone	restroom

■ Ask children to find the letter A in several compound words.



Center Activity

Place *compound word cards in a basket. Invite children to choose a card, say the word, and then decide which two words they hear in the compound word. Invite children to then draw a picture for each part of the compound word. Example: starfish—the child would draw a star and a fish.

*Printables provided

WEEK

10

DAY

2

Understanding Letters *continued*



Language/
Literacy



Family Child Care

Practice segmenting compound words during outside playtime. Invite school-age children to say a compound word and ask younger children to jump each time they say one of the two words that make up the compound word.

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, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

3-5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will understand that basic shapes can be different sizes.



Key Concepts

New: Size



Materials Needed

*2 types of triangles and
3 sizes of circles, squares,
and rectangles

4 baskets

*Printables provided

Be Prepared: For the shape sorting task in this activity, secure an extra cutout or draw an illustration of each of the following: circle, rectangle, square, triangle.

BEGIN: We know that triangles can look different. Some triangles have longer sides or different corners than other triangles.

[Display two triangles of different types.]

Are these both triangles? How do we know?
(both have three sides and three corners)

EXPLAIN: Shapes can also come in many different sizes. The **size** of something is how big it is. Let's look at some rectangles, squares, and circles of different sizes.

ASK: [Display three rectangles of different sizes.]

- How are these three rectangles the same?
(four straight sides, four corners)
- How are these three rectangles different?
(size, length of sides)

Now let's look at some squares.

[Display three squares of different types.]

- How are these three squares the same? (four straight sides, four equal sides, four corners)
- How are these three squares different? (size)

[Point out that as each square gets bigger, it still has equal sides.]

Display three circles of different sizes.]

- How are these three circles the same?
(curved edge, round)
- How are these three circles different?
(size)

EXPLAIN: Now let's look at two rectangles in different ways.

[Display two rectangles of the same size.]

- ASK:**
- If I lay one rectangle on its side and stand the other rectangle up tall, are they still both rectangles? (Yes, they are! A rectangle is still a rectangle even when it is on its side or standing up tall!)



- Let's see what happens when I flip both rectangles the other way. Are they still rectangles? (Yes, they are!)
- How do we know? (both have four straight sides and four corners). All rectangles have four straight sides and four corners no matter which way they are turned.

EXPLAIN: I am going to lay all of our shapes on the floor. Then we will sort the shapes into baskets. We will have a basket of squares, a basket of circles, a basket of triangles, and a basket of rectangles.

- ACT:**
- *[In each of four baskets, place a cutout or a hand-drawn illustration of a triangle, circle, square, or rectangle. Display and say the name of each shape so children know which basket contains which shape.*
 - *Lay all remaining shapes on the floor in random order. Do not put one shape on top of another shape.*
 - *Invite children, two at a time, to choose a shape.*
 - *Encourage child pairs to then place the shape in the correct basket. Continue with pairs of children until all of the shapes on the floor have been chosen.*
 - *If time permits, lead children in a group discussion of shapes placed in each basket. Go through one basket at a time. Begin with circles. Continue with squares, rectangles, and triangles. Emphasize how all of the shapes in a basket are different sizes of the same shape.]*

RECAP: Today we learned that shapes can be different sizes. We also sorted different shapes into baskets. Who can describe a triangle? How about a rectangle? What does a shape need in order to be a square? How about a circle?



Scaffolding Tips

Extra support ■ In the discussion of shape sizes, display two sizes of a shape if presenting three sizes at the same time seems confusing to children. Present and discuss the third size after discussing two sizes of the same shape. ■ If child pairs seem uncertain about placing a shape in the appropriate basket, help by pointing out important characteristics of the shape. Example: "Remember, a triangle has three sides and three corners."

Enrichment ■ As children choose different sizes of shapes, ask them to explain how they know it is still that shape. Example: "This rectangle is skinnier than the one in our basket. How do we know it is still a rectangle?"

WEEK

10

DAY

2

Working with Shapes *continued*

123
Mathematics

123 Center Activity

Provide pipe cleaners. Invite children to make various shapes with the pipe cleaners. Provide basic shape cutouts for children to use as a reference.

Family Child Care

Take children on a shape walk through the house. Invite them to find things that are in the form of a basic shape or find shapes you name.

Understanding Feelings



3–5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand there are many kinds of feelings.



Key Concepts

New: Emotion



Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster



Also Promotes

Language/Literacy

*Printables provided

BEGIN: We are learning that we can be the same and different in how we look and what we like to do. We can also be the same and different in how we feel on the inside. Another word for how we feel on the inside is emotion. An **emotion** is a feeling.

EXPLAIN: Happy is an emotion. When we are happy, we feel good inside and we might have a smile on our face.

ASK: What are some things we do in our classroom that might make us feel happy?

EXPLAIN: We can have different kinds of feelings. And, people can feel different ways about the same thing. Let's imagine that a dog is going to visit our classroom. Some of us might feel happy inside because we like dogs. Some of us might have a different feeling about a dog visiting our classroom. We might feel scared or frightened.

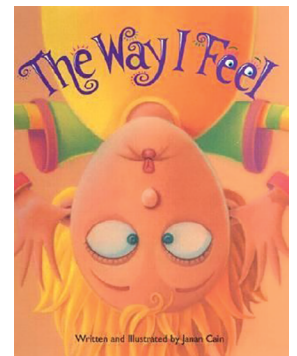
We will read a book today that tells us about different kinds of emotions. The book is called *The Way I Feel*. The author of the book is Janan Cain. She is also the illustrator.

ACT: [As you read the book, describe how the child's facial expression may tell us what emotion the child is experiencing. Examples: smile may mean happy; frown may mean sad. Pause on several pages to encourage discussion of a specific emotion. Use questions, such as the following, to engage children:]

- Have you ever felt ____ (the emotion described on the page)?
- What does your face look like when you have this feeling?
- What are some things that might make you feel ____ (emotion described on page)?

- ASK:**
- The book told us a lot about different emotions. What kinds of emotions might we be having when we feel good inside? (silly, happy, thankful, excited, proud)
 - What kinds of emotions might we be having when we do not feel so good inside? (scared, disappointed, sad, angry, frustrated, jealous)

EXPLAIN: Here is a poster that has a face for each emotion described in our book. Let's look at the faces in our poster.





[Display *Our Feelings* poster. Discuss each face and its corresponding emotion. Invite children to make a face like the one depicted in the picture. Hang the poster in a prominent place in the classroom. Draw children's attention to the location of the poster.]

RECAP: Today we talked about different ways we can feel inside. Feelings are also called emotions. People can feel the same way or a different way about the same thing (like a dog visiting our classroom).

[If time permits, use your face to convey some of the emotions discussed in this activity and encourage children to guess the feeling your face is showing.]



Scaffolding Tips

Extra support ■ As children think of events that may have made them feel a certain way, give suggestions, if necessary. Example: "Have you ever tried to zip your own jacket? How did you feel when you were trying?" (proud, frustrated) ■ Revisit pertinent pages/pictures in the book to help children recall the emotion being discussed.

Enrichment ■ Ask children if they have ever seen someone else show one of the emotions in the book or in the poster. How could they tell what the person was feeling? ■ Ask children to predict the emotion shown in a picture before you read the page.

Center Activity

Provide *The Way I Feel* by Janan Cain and small, non-breakable hand mirrors. Encourage children to make the faces they see in the book.

Family Child Care

As you read *The Way I Feel* by Janan Cain, encourage school-age children to describe a time they may have felt the pictured emotion.



3–5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will understand how to use a magnifying glass.



Key Concepts

New: Magnifying glass

Review: Tool
Compare



Materials Needed

Plastic insect

Magnifying glasses—1 per child

Salt

Ice cubes—1 per child

Bowls—1 per child



Optional Reading

Magnifying Glass by
Sheila Rivera

BEGIN: We are learning that scientists can use tools to learn more about something. Remember, a tool is an item that helps us do something.

Scientists can use tools to look at something closely. Today we are going to learn about a tool that helps us to observe something closely.

[Hold up a magnifying glass.]

ASK: Do you know the name of this tool?

EXPLAIN: This is a magnifying glass. A **magnifying glass** helps us observe something by making it look larger.

ASK: Have you ever used a magnifying glass?

[Encourage children to describe experiences with a magnifying glass.]

EXPLAIN: A magnifying glass helps us learn more about what something looks like.

ACT: *[Demonstrate how to use a magnifying glass while looking at a plastic insect. Describe details you are better able to see.]*

Continue the activity by looking at ice cubes, using the plan offered below. An alternative is to give a magnifying glass to each child and encourage him/her to explore using the tool by looking at different things in the classroom. This alternative option is especially appropriate if children have limited experience with a magnifying glass.]



Do you remember how we observed ice cubes several weeks ago? We learned the ice cubes were cold, hard, and wet.

We are going to observe ice cubes again. This time we will use a magnifying glass to observe the ice cubes.

[Give each child an ice cube in a bowl and a magnifying glass. Encourage children to look at the ice cube using the magnifying glass.]

What do you see when you use the magnifying glass to look closely at your ice cube? (it has little cracks, bubbles, etc.)

Let's put some salt on our ice cubes and use our magnifying glasses so we can observe them more closely.

[Assist children in sprinkling salt on their ice cube.]



[Encourage children to use the magnifying glasses to observe the ice cube with salt on it. Children are likely to see little holes in the ice from the salt.]

Let's compare looking at the ice cubes with a magnifying glass and looking at the ice cubes without a magnifying glass. Remember, when we compare things we look for ways they are the same and different.

- Does your ice cube look different when you use your magnifying glass?
- What looks different?

We can see more things when we use the magnifying glass. A magnifying glass makes things look larger.

RECAP: A magnifying glass is a tool we can use to observe something more closely. Our ice cubes looked larger when we observed them with a magnifying glass.



Scaffolding Tips

Extra support ■ If necessary, help children hold the magnifying glass the proper distance from their ice cube. If the magnifying glass gets too close, children may not see a larger image.

Enrichment ■ Ask children if they can think of something else we could learn more about by using a magnifying glass. Examples: what is in the soil, what a leaf looks like.



Center Activity

Provide several items to observe and magnifying glasses. Encourage children to look for details in each item. Ask children questions as they observe. Examples: "What do you see when you use the magnifying glass?" "Can you still see it without the magnifying glass?"



Family Child Care

If a magnifying glass is not available for each child, encourage children to take turns using what is available. Invite children to look at an item and describe what they see.



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 A.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter A 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 A card.]

What is the name of this letter?

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

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

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

10

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

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will identify basic shapes as part of a memory activity.



Key Concepts

Review: Size



Materials Needed

*2 sets of 3 sizes each of circles, squares, rectangles, triangles
Cloth



Also Promotes

Self-Regulation

*Printables provided

BEGIN: Today we are going to play a memory game with shapes. We are going to place shapes in front of us for our game.

EXPLAIN: *[Place two sizes of circles under a cloth on the floor. Place up to 10 shapes of different sizes on the floor in front of children.]*

I have two shapes under my cloth. I am going to lift the cloth. Please take a good look at the shapes under the cloth. Then I will cover the shapes again. Please choose and lay out the same shapes from our collection of shapes on the floor.

ASK: If there are two circles under the cloth, what should you lay out in front of you? (two circles)

EXPLAIN: The shapes do not need to be the same size as the shapes under the cloth. But we should try to find the same shape. Remember, the size of something is how big it is.

[Demonstrate by placing two different sizes of a square under the cloth. Lift the cloth for a few seconds and then cover the squares again. Find two squares from the collection of shapes on the floor and place them in front of you. Remind children that the squares do not need to be the same size as the squares under the cloth.]

ASK: Let's look at the shapes I've placed in front of me.

- Have I found the same kinds of shapes as the shapes under the cloth?
- Do I have the same number of shapes? (Yes!)

ACT:

- *[Begin the game by secretly choosing one or two different kinds of shapes to include in your group of two. See Extra Support tip on your shape selection.]*
- *Lift the cloth and display the shapes for a few seconds and then cover them again with the cloth.*
- *Invite children to find examples of the hidden shapes by selecting from the collection of shapes on the floor. Size of shape does not matter.*
- *After children have selected shapes, display the shapes under the cloth and directly compare the hidden shapes to the shapes of items selected by children. Hold up (side by side or in front of each other) the hidden shape and the child-selected shape. Emphasize how the shapes are the same but maybe not the same size. If a child-selected shape is not the target (hidden) shape, indicate the selection is "a good guess" and point to and describe differences in relation to the target shape.*

- *Continue as time allows by choosing different shapes to place under the cloth.]*

RECAP: Today we identified shapes that were hidden under a cloth. We had to remember the shapes we saw when I lifted the cloth and then lay out the same kind of shape. Did we need to find shapes of the same size? (no) Was this game easy or hard to play? Why? What is your favorite shape? What do you like about your favorite shape?



Scaffolding Tips

Extra support ■ You may simplify the task by hiding one shape only or by hiding two identical shapes (same size). ■ The activity also may be simplified by displaying (not hiding) the basic shape(s); the “memory” component of the game may be too challenging for children who are at an early point of learning to identify basic shapes and their variations.

Enrichment ■ Hide three different types of basic shapes.

123 Center Activity

Supply toothpicks with rounded ends and glue. Invite children to glue the toothpicks to a sheet of paper in different shapes. Provide basic shape cutouts for children to use as a reference.



Family Child Care

Organize younger and older children into two groups. This will allow you to make the shape groups for older children more challenging. Invite the two groups of children to take turns identifying examples of shapes.

Understanding Feelings



3–5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel happy and to feel silly.



Key Concepts

New: Happy
Silly

Review: Emotion



Materials Needed

Taking a Bath with the Dog and Other Things that Make Me Happy by Scott Menchin

The Way I Feel by Janan Cain

*Our Feelings poster



Also Promotes

Language/Literacy

*Printables provided

BEGIN: Yesterday we talked about different kinds of emotions. Remember, an emotion is a feeling. Sometimes we can tell how a person is feeling by looking at the person's face.

[Display a big smile on your face.]

ASK: Please look at my face.

- How might I be feeling right now? (happy, excited)
- What about my face tells you how I might be feeling right now? (you are smiling)

EXPLAIN: We can sometimes tell how people are feeling by looking at their faces. When someone smiles, it usually means that person is happy. We often feel **happy** when we are pleased about something or when we feel good inside. Let's take a look at our poster and see if we can find the child who is feeling happy.

[If children point to other faces that are expressing positive feelings—such as thankful, excited, or proud—indicate that, yes, the child(ren) in the picture seems to be feeling good inside.]

ACT: Let's all show what our faces look like when we are happy. Look at our smiling faces!

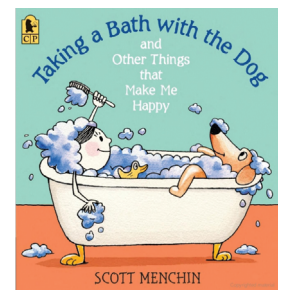
- ASK:**
- How does it make you feel to see so many smiling faces?
 - What are some things that make you happy?

ACT: [Display *Taking a Bath* book.]

I have a book that we are going to read today. This book is called *Taking a Bath with the Dog and Other Things that Make Me Happy*. It was written by Scott Menchin.

[As you read, discuss each pictured person's face, using questions, such as the following:]

- Does this person's face have a smile?
- Why is this person feeling happy?



Understanding Feelings *continued*



[Encourage children to point to and discuss the item(s) in the picture that make each person feel happy.]

EXPLAIN: Silly is an emotion that is similar to happy. When people feel **silly**, they feel happy and playful.

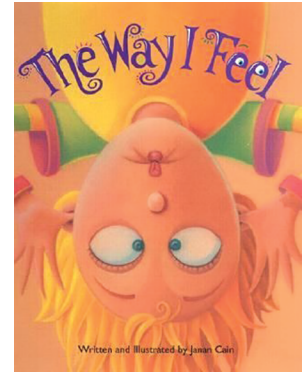
ACT: Let's read the page in *The Way I Feel* about feeling silly.

- ASK:**
- Have you ever felt silly?
 - What makes you feel silly?
 - Can you make a silly face?

EXPLAIN: When people feel silly, they are usually happy too! Let's take a look at our poster and see if we can find the child who is feeling silly.

[Invite children to point out on the poster which child might be feeling silly. Discuss facial features that children associate with being silly.]

RECAP: Today we talked about feeling happy and feeling silly. We can sometimes tell how people are feeling by looking at their faces. Show us your happy face! Show us a silly face!



Scaffolding Tips

Extra support ■ Give hints about what may make children feel happy, if necessary. Examples: playing at the park, riding a bicycle. ■ The invitation to make a silly face may prompt an increase in silly behaviors. It may be helpful to describe what you see and to offer a way for children to calm down. Example: "I see that we are all feeling a bit more silly after making silly faces. Let's take a minute to calm down before we go to our next activity. Let's take three deep breaths and pretend we are a sleepy kitten."

Enrichment ■ Ask children to name other emotions that people might have that were listed in yesterday's book.

Center Activity

Draw a happy face and a silly face on a sheet of paper. Encourage children to look through magazines or books available in the classroom and point to the happy face or the silly face when they see something that makes them feel happy or silly.

WEEK

10

DAY

3

Understanding Feelings *continued*



Family Child Care

To help all children in your setting better understand the emotion of silly, have a "silly" dance party. Play "Silly Willies" on the *Big Fun* CD by Greg and Steve and encourage children to move their bodies in silly ways mentioned in the song.



WEEK

10

DAY

3

Being a Scientist



Science

3–5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will strengthen their understanding of tools used by scientists.



Key Concepts

Review: Tool



Materials Needed

Magnifying glass
Balance scale
Binoculars
Small toys or items to use when exploring tools

BEGIN: [Today's session is an opportunity for children to explore three tools used by scientists: a balance scale (Day 1), magnifying glass (Day 2), and binoculars. Children's familiarity with the tools may vary, depending on whether these items are consistently available in your classroom or in their homes.]

Open the session by displaying each tool, one at a time, and inviting children to say the tool's name and describe how we can use it. Remind children that a tool is an item that helps us do something.]

ACT: [Encourage children to engage in open-ended play with the tools. Alternatively, ask questions, such as the following, and invite different children to demonstrate and describe how to use a tool:

- Which tool could we use to look at this plastic insect up close? (magnifying glass) How would we use the magnifying glass to learn more about our insect? (invite a child to demonstrate)
- Which tool could we use to compare two rocks to find out which rock is heavier? (balance scale) How would we use the balance scale? (invite a child to demonstrate)
- Which tool could we use to look at something that is far away? (binoculars) How could we use the binoculars? (invite a child to demonstrate)]

RECAP: Today we were scientists with tools that can help us learn more about things.



Scaffolding Tips

Extra support ■ Remind children that a magnifying glass and binoculars are both used to observe something, but in different ways. A magnifying glass helps us to observe something that is close and binoculars help us to observe something that is far away. Invite children to use a magnifying glass to try to observe something through the window.

Enrichment ■ Ask children if they have ever seen a different kind of scale. (bathroom or kitchen scale) Invite them to tell about it. ■ Extend children's learning by taking them outside to use the tools. Children might be able to look at an insect in the grass with the magnifying glass, look at a far-away building or tree with binoculars, and use a balance scale to decide which piece of mulch is the heaviest.

WEEK

10

DAY

3

Being a Scientist *continued*



Science



Center Activity

Fill the water table or a tub with sand and small animals or toys. Provide magnifying glasses for children to explore the items. Ask questions as children explore. Examples: "What do you see when you use the magnifying glass?" "Can you still see it without the magnifying glass?"



Family Child Care

Keep the tools out throughout the day for children to try. Show children how to use a scale when preparing lunch.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). *The scientific literacy project*. Retrieved from: <http://www.purduescientificliteracyproject.org/> and Casteel, C. N. (2006). *Let's measure with tools*. Waterbury, CT: Abrams & Company Publishers, Inc.



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 A.



Key Concepts

Review: Compound word



Materials Needed

- *Compound and component word cards
- Chart paper
- Marker
- *Letter A card
- Chart from Day 2
- *4 letter A picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names



Also Promotes

Social-Emotional

*Printables provided

BEGIN: Today we will play a game to decide the two words we hear in a compound word. We will play the game with a partner. Who can remind us of how we make a compound word? (we put two words together to make a new word)

[Divide children into pairs. Ask each pair to sit next to each other on the floor in front of you.]

EXPLAIN: [Place component word cards on the floor between you and the children. Place the compound word cards in a stack next to you.]

I am going to hold up a card with a compound word on it. There also is a picture on the card. Then I will invite two children to try to find the cards for each of the two words that make up the compound word.

[Point to the stack of component cards.]

Here are the cards you will look through to find the words you hear in your compound word.

Let us show you how the game works.

[Hold up a compound word card. Draw children's attention to the picture on the card.]

ASK: What word do you think is on this card?

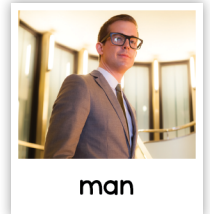
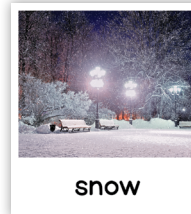
EXPLAIN: Yes. It is _____. _____ is a compound word.

[Briefly describe the meaning of the word. Point to the picture on the compound word card. Ask all children to repeat the word in unison.]

ACT: (Adult helper) and I are going to each try to find one part of the compound word _____. I will find the first part of our compound word, and (adult helper) will find the last part of our compound word. First we have to figure out which two words make up our compound word.

[Discuss aloud with the adult helper the two words that make up your compound word. Example: Our word is "snowman." The first word I hear in "snowman" is "snow." The last word I hear in "snowman" is "man." Let's cooperate with each other. Which word would you like to find?

After each of the two words is found, stand next to each other holding your word cards close to each other.]





Our word is “snowman.” I found “snow” and (adult helper) found “man.” We worked together to find the words! When we put the two words together, they make the compound word “snowman.” I will write both words on a chart with the compound word next to them.

[On one line of a chart paper write the first word, then the second word, and then the compound word. Read each word as it is written.]

Now it is your turn to try!

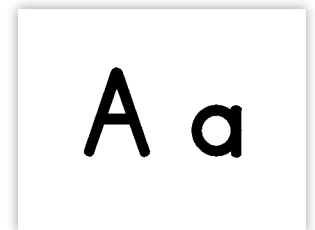
[Continue the game as you invite each pair of children to participate. Hold up a compound word for each pair and encourage them to listen closely to the two words they hear in the word. Encourage children to use cooperation to decide which word each looks for by discussing this among the two of them. If children are unable to decide who will look for each word, see Extra Support tip.

After children have found component words, clearly enunciate each component word, and emphasize how together the two words make a compound word. Briefly describe the meaning of the compound word. Point to the picture on the compound word card. Ask all children to repeat the word in unison. Write all three words on one line of the chart paper as done above. Continue until all pairs of children have had a turn.]

EXPLAIN: Let’s learn more about the letter A.

[Display letter A card.

If a child(ren) whose name begins with the letter A 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 A when you say the name.]



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

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

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

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

ASK: What is our word that begins with the letter A? (alphabet)

ACT: The letter A says /a/, just like in the word “alphabet.” /a/, /a/, alphabet. Let’s say that together: /a/, /a/, alphabet.



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



alligator

Retsner Fonseca/flickr/(CC BY 2.0)


astronaut

NASA


apple



ax

brittgow/flickr/(CC BY 2.0)

[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 apple. The letter a 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 A and write them on our chart. Remember, the Letter a says /a/, /a/.

[Help children by suggesting other words that start with a. Examples: at, animal, act, as.]

Invite one or more volunteer children to find the letter a 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.

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

We use three lines to make an uppercase A. The first line goes up and the second line goes down like this. The third line goes across like this.

[Give each child his/her letter journal.]

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

RECAP: Today we played a compound word game. We cooperated with our partner to find two word cards that made up a compound word.

We also learned that the letter A says /a/, just like at the beginning of the word "alphabet." We made the uppercase (big) letter A in our letter journal. Let's say together the sound the letter A makes (/a/).



Scaffolding Tips

Extra support ■ If children have difficulty finding their part of the compound word, suggest what picture might depict the component word. Example: “You heard the word _____. You are looking for a card with a _____ on it. Do you see a card with a picture of a _____ on it?” ■ If children continue to have difficulty finding the correct component cards, place all component cards next to each other on a flannel board. Example: Place the “sun” card next to the “glasses” card. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask pairs of children what the “silly” compound word would be if they switched spots with each other and put the words together in the opposite order. ■ Some children may be interested in your demonstrating and describing how to make a lowercase a. Example: “We use two lines to make a lowercase a. The first line curves around like this. The second line goes down like this.”



Center Activity

Place *compound word cards in a basket. Invite children to choose a card, look closely at the picture, say the word, and then decide which two words they hear in the compound word. Then encourage children to switch the two words to make the new “silly” compound word. Example: “keychain” would change to “chainkey.”

*Printables provided



Family Child Care

Play another compound word game with children in your setting. Say a compound word and then say one part of the compound word. Ask children to determine the missing part. Example: “My compound word is birdhouse. One part of my compound word is ‘bird.’ What is the other part of the word?”

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will identify a missing shape and reproduce a group of shapes.



Key Concepts

Review: Size



Materials Needed

*2 sizes of each of the 4 basic shapes per child (8 total per child)

Cloth



Also Promotes

Self-Regulation

*Printables provided

BEGIN: [Place two sizes of each of the four basic shapes on the table in front of children.]

There are shapes in front of us. The shapes are in different sizes.

- ASK:**
- What does the size of something tell us? (how big it is) We want to focus on the shapes, not on their sizes.
 - Where is a circle?
 - How about a rectangle?
 - Where is a square?
 - Where is a triangle?

EXPLAIN: Today we are going to play a shape game like the one we played yesterday. But this time, we will do something a little different. I would like you to watch carefully while I put three shapes in front of me. After you've seen the three shapes, I am going to cover them with the cloth and secretly take one away. When I take the cloth back off, you try to figure out which shape is missing!

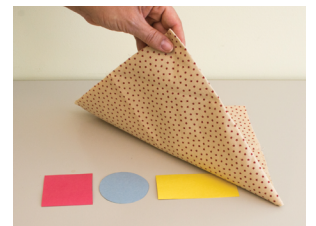
- ACT:**
- [Choose a simple set of three: two sizes of one shape and one size of another shape. Give children a few seconds to look at the shapes.
 - Cover the shapes and secretly remove one shape.
 - Remove the cloth and ask children to identify which shape is missing. When they name a shape, ask them to describe characteristics of the missing shape. Focus on the shapes, not their sizes.
 - Show the shape you removed. Say again the name of the shape.

Choose three shapes and place them under a cloth.]

EXPLAIN: Let's play our shape game in a different way. I have three shapes under the cloth. I am going to lift up the cloth. Please take a good look at the shapes under the cloth. Then I will cover the shapes back up.

After the shapes you saw are covered again, try to lay out the same kinds of shapes that are under the cloth. If there are two circles and a triangle under the cloth, what should you lay out in front of you? (two circles and a triangle)

You do not need to lay out the same size of a shape. If there is a larger circle under the cloth, you can lay out a smaller circle.



- ACT:**
- [Secretly choose three different kinds of shapes. Put a cloth over the shapes.
 - Remove the cloth and display the shapes for a few seconds. Cover them with the cloth.
 - Invite children to copy the group of shapes hidden under the cloth. Remind children to focus on the shapes, not their sizes.
 - Compare and discuss children's efforts to replicate the hidden pattern. Point out that it is okay to use a smaller shape for a larger shape if the type of shape is the same. If children's replications of the pattern do not match the pattern under the cloth, discuss and compare shapes they've used and how they differ from the shapes in the pattern. Example: "Hannah, I see you have a circle, square, and another circle. The shapes under the cloth were a circle, square, and another square. How are your shapes different from the ones under the cloth?" Focus on describing and naming the shapes they've used, and not whether their replication is right or wrong. Give attention to the shapes, not the order in which the shapes are arranged. Do this 3–4 times.]

RECAP: Today we named and described the shape that was missing from the group of shapes. We also looked at a group of shapes for a few seconds that were under a cloth. Then I covered them up and we had to remember the shapes we saw and lay out the same types of shapes.



Scaffolding Tips

Extra support ■ Repeat the opening task (identifying the missing shapes) several times if children seem uncertain about the task. You may wish to devote the entire activity plan to identifying the missing shape. Use different sizes, types, and numbers of shapes. Do not move to the next part of the plan (reproducing a group of shapes) if children are engaged in and benefiting from the identification of a missing shape. ■ To simplify the activities, use a group of two different shapes. Example: a circle, a square. ■ If children focus on size more than the type of shape, remind children that a smaller circle and a larger circle are both circles. And a smaller square and a larger square are both squares.

Enrichment ■ Take away two of the three shapes. Can children name the two missing shapes?

123 Center Activity

Supply play dough. Invite children to create shapes! Also supply a collection of triangle pattern blocks. Encourage children to compare triangle play dough shapes to the pattern blocks. Are the triangles the same?

WEEK

10

Working with Shapes *continued*

123
Mathematics

DAY

4



Family Child Care

Organize younger and older children into two groups so the shape configuration can differ in the amount of challenge. Invite the two groups of children to take turns assembling a collection of shapes that the other group tries to reproduce.

The *Memory Game* is described in the following source: Cox, K. (n.d.). Teaching shapes in pre-k: Memory game [Web log post]. Retrieved from <http://www.prekinders.com/pre-k-shapes/>



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand
the concept of home.



Key Concepts

New: Home
Apartment
Wigwam
Palace
Lair
Duplex



Materials Needed

*3 pictures as shown
Home by Carson Ellis



Also Promotes

Language / Literacy

*Printables provided

Be Prepared: Note the activity plan includes specific suggestions for how to approach reading the book.

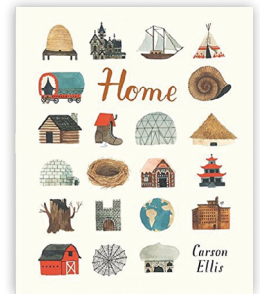
BEGIN: Today we will begin learning about homes. The place where someone lives is called **home**.

EXPLAIN: There are many kinds of homes. We are going to read a book about homes. It is called *Home*. The book tells us about different kinds of homes. The author of the book is Carson Ellis.

[Display book cover.]

ASK: What is shown on the cover of our book? (different kinds of homes)

ACT: [Help children think broadly about the concept of home by pointing to two or three pictures of homes on the book cover and engaging children in a brief discussion about who might live there. Select homes that are likely to be familiar to children. Examples: bird's nest, barn, spider's web, boat (some children may think it is a pirate's ship).



As you read the book, use your own words to describe illustrations. Draw children's attention to the location of the homes on richly-illustrated pages. Examples: apartments, palaces at both top and bottom of a page.

Explain that some of the homes are the author's creative ideas. Examples: shoes, sea homes, cup turned upside down. Remind children that we are being creative when we use our ideas to make or do something new.

If child interest or time is limited, omit or use selected pages in the second half of the book beginning with "But whose home is this?"

Below are suggested ways to describe some images that may be unfamiliar to children:]

- An **apartment** is a room or group of rooms that is inside a building. The building contains other apartments where families live.
- A **wigwam** is a round home made from trees or animal skins with a round roof.
- A **palace** is a home for kings and queens.
- A **lair** is a home hidden under the ground.
- The "some folks live on the road" picture shows a large van that musicians and other artists live in when they travel to different places to perform. Behind the van is the place where the musicians performed (played their instruments).



Many other types of homes are not shown in our book. Some homes have one story and some have more than one story, like the homes in these pictures.

[Display a picture of a one-story home and a two-story home. There also are illustrations of a “tall home” and a “short home” in the book.]

Some homes are part of a duplex. A **duplex** has two homes that are attached together. A duplex can have one or two stories.

[Display a picture of a two-story duplex.]

This is a picture of a two-story duplex. Many duplexes have one story.

RECAP: There are many different types of homes. No matter where we live or how many times we move, the home we live in is special to us.

Did any of the pictures we looked at today remind you of your home (or a home you know)?



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Scaffolding Tips

Extra support ■ In the discussion of a two-story home, offer descriptions that may be familiar to children. Examples: people live on the second floor or upstairs; people climb stairs to get to the second floor; there is an upstairs and a downstairs. Children may be familiar with a family occupying both floors of a two-story home or the downstairs and upstairs floors being occupied by different families.

Enrichment ■ Ask children if they know any part of their address or the name of their street.



Center Activity

In the housekeeping center, invite children to pretend they are in their own home. Encourage children to discuss what is in the kitchen of their own home.

WEEK

10

Exploring Where We Live *continued*



Social
Studies

DAY

4



Family Child Care

Take a walk to look for different kinds of homes. If most of the homes in your area are similar, discuss the different colors, what people have on their porches, etc. Encourage children to discuss how the homes are the same and different from their own homes. Example: A home next to yours may have a pot of flowers on the porch. Does the child's home have a pot of flowers on the porch?

WEEK

10

Moving Our Bodies



DAY

4

3–5 YEARS

Large Group



Skill and Goal

Motor development

Children will maintain their stability while bending.



Key Concepts

New: Bend



Materials Needed

none



Also Promotes

Self-Regulation

BEGIN: Last week we tried to balance our bodies while twisting and turning. Who would like to show us one way we twisted or turned our bodies?

EXPLAIN: Today we will try to balance while we bend our bodies. When we **bend** our body, we move it so that it is not straight.

ACT: Let's all stand up straight. Please stand as tall as you can.

- Are each of our bodies in a straight line? (yes!) Now let's all bend our bodies.
- Are each of our bodies in a straight line now? (no!)
- Is it easier to keep our balance when we are standing tall or when we are bending?

[Offer a series of requests, using any of the movements suggested below. Encourage children to try to keep their balance. Additional complexity can be added by speeding up the commands or trying different bending actions with a partner. Example: "Let's bend our elbows slowly. Now let's bend our elbows quickly." Demonstrate each request.]

- Bend at the knees.
- Bend your shoulders forward.
- Bend at your waist to the front.
- Bend at your waist to touch your knees.
- Bend at your waist to touch your toes.
- Bend at your waist to the side.
- Bend at your waist side to side and front to back.
- Bend your elbows.
- Bend your knee up and forward.
- Bend your knee so your foot is behind you.
- Bend your back and look at the ceiling.
- Bend your knee to touch your elbow.

ASK:

- What was your favorite way to bend?
- Was it easy or hard to keep your balance?
- Do you remember our song "Head, Shoulders, Knees and Toes"?
- What does the song ask us to do with our bodies? (bend and touch our body parts)

EXPLAIN: Let's sing our song together and bend our bodies when the song asks us to touch our knees and toes.

WEEK

10

DAY

4

Moving Our Bodies *continued*



ACT: [Sing "Head, Shoulders, Knees and Toes" with children.]

RECAP: Today we practiced bending our bodies in lots of different ways. We bent our knees, waist, and shoulders. We used our bending skills when we sang the song "Head, Shoulders, Knees and Toes."



Scaffolding Tips

Extra support ■ Sing the song slowly to provide more time for children to think about and do the motions. ■ If a child has difficulty doing the motions of the song, place the child next to another child or adult who can model the actions.

Enrichment ■ Encourage children to offer ideas on what body parts to bend. ■ Listen carefully to the word "bend." What letter do we hear at the beginning of "bend"? ■ Singing the song faster offers additional challenge in balancing.



Center Activity

Place a variety of CDs with movement songs in the music and movement center for children to use in moving their bodies in different ways.



Family Child Care

Encourage school-age children to lead the actions as all children sing together "Head, Shoulders, Knees and Toes." Invite children to try new motions to the song as they practice bending. Example: arms, hips, knees, and toes.

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 A.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter A 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 A card.]

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

Letter A says /a/, just like in the word "alphabet."
/a/, /a/, alphabet. Let's together say /a/,
/a/, alphabet.

A a

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

10

DAY

5

Understanding Words *continued*



Language/
Literacy

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

3–5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will deepen their understanding of characteristics of basic shapes.



Key Concepts

Review: Size



Materials Needed

*Example of each of the 4 basic shapes (circle, triangle, square, rectangle)

*2 squares of different sizes

*2 rectangles

*Printables provided

BEGIN: This week we learned more about shapes.

[Hold up a rectangle.]

ASK: Why is this shape not a square?

EXPLAIN: The shape I am holding has four straight sides and four corners like a square, but the sides are different sizes. A square has four straight sides that are the same size.

- ASK:**
- What is the name of the shape I am holding? (rectangle)
 - I am thinking of a shape that has three sides and three corners. What shape am I thinking of? (triangle)
 - I am thinking of a shape with a curved line that is completely round. What shape am I thinking of? (circle)

EXPLAIN: This week we looked at shapes of different sizes. Remember, the size of something is how big it is. All shapes can come in different sizes. Let's look at two shapes.

[Display two squares of different sizes.]

- ASK:**
- What are these shapes?
 - How do we know? (they both have four straight sides that are the same size and four corners)

EXPLAIN: A square is a square no matter what size it is!

This week we also played a shape game. I laid out two shapes and then covered them up. Then we tried to remember the shapes under the cover, and lay out those same shapes.

[Hold up a circle and a square.]

I am holding up two shapes. Now I am going to put these two shapes behind my back.

ASK: What two shapes did I hold up?

EXPLAIN: *[Hold up a triangle and a rectangle.]*

Now I am holding up two different shapes. I am going to put the shapes behind my back and then show you one shape.

[Place both shapes behind your back and then display only one of the shapes.]

ASK: • Which shape is still behind my back?

[Display two rectangles.]

- What shapes am I holding now? How do we know?
- I am going to put one of the rectangles on its side. Is it still a rectangle? (Yes, it is!)
- Let's see what happens when I flip both rectangles the other way. Are they still rectangles? (Yes, they are!)

EXPLAIN: All rectangles have four straight sides and four corners. A rectangle is a rectangle if it is on its side or standing up tall!

RECAP: We are learning that all shapes can come in different sizes. We know that triangles can be different sizes, but they always have three straight sides and three corners. A triangle is a triangle no matter what size it is! We also learned that a rectangle is a rectangle whether it is laying on its side or standing up tall.



Scaffolding Tips

Extra support ■ In the opening segment, hold a square cutout in front of a rectangle cutout to further demonstrate differences between these two shapes. ■ Display a cutout of the shape you describe (triangle, circle) immediately after children say its name (correctly or incorrectly).

Enrichment ■ Invite several children who have a solid understanding of shapes to take turns in leading the missing shape activity.

123 Center Activity

Provide various shape cutouts and drawing paper. Invite children to trace or draw their own shapes. Invite children to compare the shapes they've drawn or traced to basic pattern block shapes.



Family Child Care

Have a shape snack! Invite children to help you make trail mix with the four basic shapes. Include crackers, cereal, and dried fruits in the shape of circles, squares, rectangles, and triangles.

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of typical items in a home.



Key Concepts

Review: Home



Materials Needed

*6 pictures as shown

*Printables provided



Optional Reading

If You Lived Here by Giles Laroche

BEGIN: We are learning that there are many different kinds of homes. Remember, a home is the place where someone lives.

Today we are going to talk about the inside of a home.

- ASK:**
- Where do you eat in your home?
 - What is your favorite place in your home? Why?

ACT: Let's talk about some of the things we may find in a home.

If you have a refrigerator in your home, please pop up.

[Ask children to sit down after you have commented on the number of children with a refrigerator in their home.]

If you have a bathtub in your home, please pop up.

[Ask children to sit down after you have commented on the number of children with a bathtub in their home.]

If you have a pet in your home, please pop up.

[Ask children to sit down after you have commented on the number of children with a pet in their home.]

We are going to take a look at our housekeeping center. It has things we find on the inside of a home. It doesn't have all of the things a home would have, but some of the things may be like what you have in your home.

ASK: *[Invite children to look at and discuss the housekeeping center.]*

- What things in our housekeeping center are like some things in your own home? (table, kitchen items, rugs, chairs, etc.)
- What things in your own home are not in our housekeeping center? (bed, bathroom, etc.)

I have pictures of some things we might find inside a home. Let's look at each picture and talk about where we might find the item inside a home.

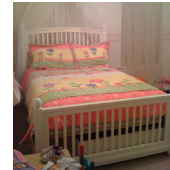
[Display six pictures, one at a time, and encourage children to discuss where the item might be found in a home.]



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



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



Anile Prakash/flickr/(CC BY-NC-ND 2.0)

WEEK

10

DAY

5

Exploring Where We Live *continued*



Invite children to discuss whether they have a similar item in their own homes. Some items might be found in more than one room in a home.]

RECAP: Today we talked about things we can find inside a home. We looked at our housekeeping area and talked about how it may be the same or different than our own homes.



Scaffolding Tips

Extra support ■ Help children determine where an item might be found in a home by asking questions about how the item may be used. Examples: “What might people do on a table in a home?” (eat, study, read, use a computer, etc.) “Where might we find a table in a home?”

Enrichment ■ Invite children to count the number of bedrooms and bathrooms (separately) in their home.



Center Activity

In the block center, encourage children to build homes for dolls or stuffed animals.



Family Child Care

Take children on a tour of your home. Discuss how your home is the same or different than children’s homes.

WEEK

10

DAY

5

Moving Our Bodies



3–5 YEARS

Large Group



Skill and Goal

Motor development

Children will maintain their balance when stopping movement of their body at a faster and slower pace.



Key Concepts

Review: Balance



Materials Needed

CD player
Instrumental music of medium and fast speeds



Also Promotes

Self-Regulation

BEGIN: Today we are going to practice keeping our balance when we stop doing some movements with our body.

EXPLAIN: We will move our bodies to some music. We will walk, march, gallop, or hop.

We will stop doing the movement when the music stops. We will stand in our place when the music stops. We will try to keep our balance when we stop. We know that when we balance something we keep it steady.

I will say a movement and start the music. You can move around our activity space while doing the movement. When the music stops, try to stop your body right away and keep your balance.

Let's try an easy movement to make sure we know what to do. We will start with walking. When the music starts, please start walking and then listen for when the music stops. Stop walking when the music stops.

ACT: [*Play a selection of music that is of medium speed and encourage children to walk around the activity space. Stop the music after a brief period of walking and offer a verbal reminder if necessary. Repeat the walking with a faster pace of music and encourage children to walk faster to the music. Stop after a brief period.*]

ASK: Was it harder to stop walking when you walked faster?

ACT: This time, let's _____ instead of walk.

[*Repeat the above activity with one or more of the following (one at a time): march, gallop, or hop. Play both medium and faster speed music for children to practice stopping. Remind children to try to keep their balance when stopping.*]

ASK: Was it harder to keep your balance when you stopped _____ or when you stopped walking?

RECAP: Today we practiced keeping our balance when we stopped walking and when we stopped _____.

WEEK

10

DAY

5

Moving Our Bodies *continued*



Scaffolding Tips

Extra support ■ If children have difficulty keeping their balance during some of the faster music selections, encourage them to move their body slower so they can stop and maintain balance when the music stops.

Enrichment ■ To increase challenge, start and stop the music in quick succession while encouraging children to start and stop their movements quickly. Observe to see if children are able to keep their balance with the quickness of the movements.



Center Activity

Place the music and CD player in the music and movement center for children to continue the activity during center time.



Family Child Care

Repeat the activity outside where children have more space to move. Be sure to identify the boundaries for the children to move in so they stay safe and can hear the music.