



## 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)
- Review how to identify, name, and say the sound of letters B, C, O, A (Days 1–5)



## Mathematics

### Counting Things

- The last number we count tells us how many we have (Days 1, 5)
- How to make a group of a given number of items (Days 2–5)



## Self- Regulation

### Focusing & Remembering

- How to follow requests by listening (Day 1)
  - *Sleeping, Sleeping, All the Children Are Sleeping* game



## Social- Emotional

### Understanding Feelings

- When we are angry we feel bad inside (Day 2)
- Different ways to manage our angry feeling (Days 2–3)



## Social Studies

### Exploring Where We Live

- Playing with and/or describing our unique shoebox homes (Day 4)
- Describing shapes in our shoebox home (Day 5)



## Science

### Exploring Living Things

- Living things need food (Day 1)
- Living things need air (Day 2)
- Living things grow and make others like themselves (Day 3)



## Physical/ Health

### Staying Healthy and Safe

- How to use our muscles to move parts of our bodies (Day 4)
- How exercise can keep our muscles strong and healthy (Day 5)

# Understanding Words



Language/  
Literacy

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 say the sounds of letters B and C.



## Key Concepts

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

**Review:** Sentence



## Materials Needed

\*Letter B card

\*Letter C card

Book of your choice for this week's repeated reading

Chart paper

Marker

\*Printables provided

**Be Prepared:** Brief sentences are used in Days 1, 3, and 5 as opportunities for children to identify letters, especially lowercase letters. The sentences suggested in each plan focus on recent content in Self-Regulation, Social-Emotional, or Social Studies. You may wish to prepare a different set of sentences related to some aspect of your classroom's current activities. If you prepare your own sentence, be sure to include the set of letters being reviewed this week (in words that use the letter sound introduced in the curriculum), including short vowel sounds. There are opportunities later in the curriculum to introduce other sounds of letters, including long vowel sounds.

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

**BEGIN:** Let's practice finding letters we know by looking for them in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

**ACT:** [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

***We can be friendly to others.***]

We want to find lowercase letters b and c in our sentence. Let's begin with the letter b.

[Display letter card B. Point to the lowercase b on the card.

Encourage a volunteer child to look for and point to a lowercase letter b in the sentence as you display the B letter card.]

What sound does the letter B make?

Yes! Letter B says /b/. Let's together say the sound of the letter B: /b/.

[Repeat the above procedure with the letter c.]

**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.

B b

C c

# Understanding Words *continued*



- *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 that the last number counted represents the total number in a group (cardinality).



## Key Concepts

**Review:** Rhyme  
Last number counted



## Materials Needed

Counters—up to 6 per child



## Also Promotes

Language/Literacy

**BEGIN:** Let's learn a counting rhyme. We know that when words rhyme, they sound alike at the end. Our counting rhyme will have rhyming words. Have you ever heard of the rhyme "One, Two, Buckle My Shoe"?

[Say the rhyme "One, Two, Buckle My Shoe." Emphasize each number and hold up a finger for each number if this would be helpful to children. Then invite children to say the rhyme with you several times.]

**ACT:** I am going to give each of you a group of circles (counters). Please lay out the circles in front of you.

[Give each child a group of 1–6 counters. Help set out counters as necessary.]

Count how many circles you have. Remember, the last number we count is the number of circles in our group. You may not have the same number of circles as your neighbor.

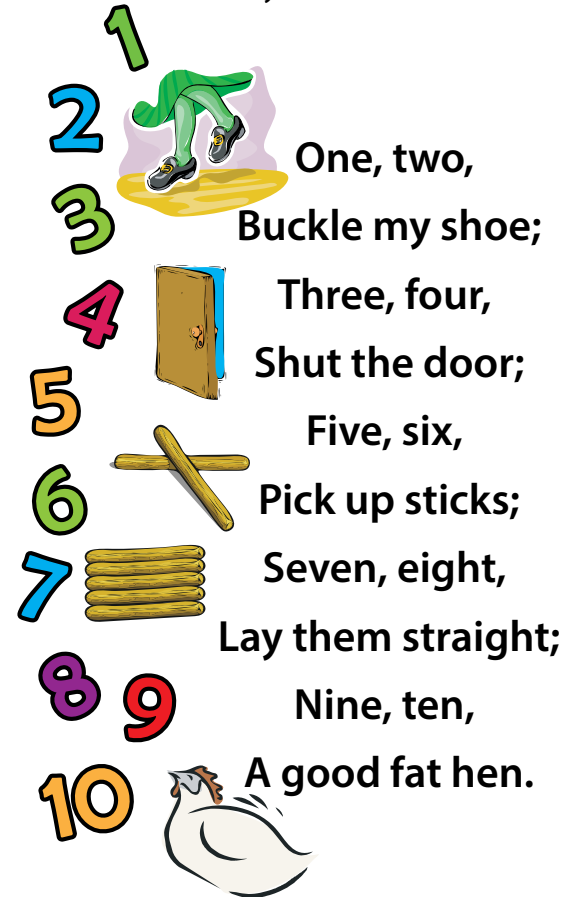
[Observe and listen as children count their counters. Help as necessary.]

I wonder who has three circles in their group. Please raise your hand if you have three circles in your group.

[Encourage all children who raise their hands to count the number of counters in their group in unison while pointing to each counter.]

Repeat this procedure with numbers 1, 2, 4, 5, and 6 in random order. The intent is for all children to have an opportunity to raise their hand and join others in counting aloud the counters in their individual group.]

**RECAP:** Today we practiced counting a group of circles. The last number we count is the number of circles in our group.





### Scaffolding Tips

**Extra support** ■ Give a smaller number of counters to children who are learning how to make groups. ■ If there are children who do not raise their hand when their number is said, encourage them to join others who raised their hand in counting their group of counters.

**Enrichment** ■ Promote children's rhyming skills by emphasizing and drawing attention to rhyming words in "One, Two, Buckle My Shoe."

### 123 Center Activity

Supply play dough and one die. Invite children to take turns rolling the die and saying the number on the die. Encourage children to make the same number of balls from their play dough.



### Family Child Care

Encourage older children in your setting to add the number of counters in two groups. Then encourage children to subtract a smaller group of counters from a larger group of counters.

# Focusing & Remembering



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Executive function

Children will regulate their behaviors in response to different oral prompts.



#### Key Concepts

**Review:** Focus



#### Materials Needed

- 2 colored circles (see Enrichment tip)
- 2 animal pictures (see Enrichment tip)

**Be Prepared:** If time permits, offer *The Freeze Game* from Week 9, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *The Freeze Game* from Week 9, Day 1. The game for today may be less challenging when offered again at a later point.

**BEGIN:** We are learning games that help us focus on what we are expected to do. What does it mean to focus on something? (concentrate on it)

**EXPLAIN:** Today we will play another game! Our game is called *Sleeping, Sleeping, All the Children Are Sleeping*.

**ASK:** What do you think we might do during this game?

**ACT:** We will begin this game by pretending we are sleeping on the floor. I will sing a song while we pretend to sleep. The song goes like this:

*[Sing the song to your own tune.]*

“Sleeping, sleeping, all the children are sleeping.” Then I will say, “And when they woke up . . . they were \_\_\_\_!” Each time I say, “And when they woke up . . . they were \_\_\_\_” I will say a different animal. Let me show you first.

*[Invite a volunteer child or other adult to lie in a sleeping position. Begin to sing the song as the child or adult pretends to sleep. Sing the song a few times. Then say, “And when they woke up . . . they were monkeys!” Encourage the volunteer child or other adult to stand up and pretend to be a monkey.]*

Remember, we need to listen carefully because each time I will change the animal. Now let’s try it together!

*[Play the game several times. Each time, begin by encouraging children to lie in a sleeping position. Each time you play the game, vary the number of times you sing the phrase. Name a different animal each time the children pretend to wake up. Examples: snake, bunny, frog, butterfly. After you’ve played several times, invite the children to sit together as a group when they “wake up.” (rather than saying an animal)]*

**RECAP:** Today we played a new game. During the game it was very important to pay close attention.

- What part of our body did we use to focus during our game? (ears)
- During the game we moved like animals. What things changed during the game? (moved like different animals each time)
- What would happen if we didn’t listen carefully during the game? (we wouldn’t know which animal to pretend to be)



### Scaffolding Tips

**Extra support** ■ If children need additional assistance in remembering the sequence of steps for the game, act out each step with children. Example: Pretend to sleep and then get up and act out each animal said.

**Enrichment** ■ Invite children to try another rule change for *Sleeping, Sleeping*: Sing the song and when children wake they are different animals. Place animal pictures on colored circles that are held up.



### Center Activity

Invite children to continue playing *Sleeping, Sleeping, All the Children Are Sleeping*. Encourage children to take turns singing the song.



### Family Child Care

Encourage children in your setting to continue today's game as they play outdoors. Invite school-age children to sing the song and think of different animals to name as younger children pretend to sleep.

## Exploring Living Things



Science

## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of living things

Children will understand that living things need food.



## Key Concepts

**New:** Living  
Food  
Root  
Soil  
Nutrient



## Materials Needed

Book

\*3 pictures as shown

\*Printables provided

**BEGIN:** All of the children and adults in our classroom are living things. All of the people in our center (building) are living things. The people in our families and neighborhoods are living things. Animals and plants are living things. A **living** thing is something that is alive.

[Display book.]

This book is not a living thing.

**ASK:** What are some other things in our classrooms that are not alive? (chair, table, pictures on wall)

**EXPLAIN:** This week we will begin learning about living things. Today we will talk about how all living things need food. **Food** is what we eat and drink.

**ASK:** Most of us have breakfast every day. What other meals do you eat most every day? (lunch, dinner/supper, snacks)

[Raise a finger on one of your hands for every meal or snack you say below.]

**EXPLAIN:** We may eat and drink something five or more times a day. Many of us have breakfast, a morning snack, lunch, an afternoon snack, and dinner. That's five different times we eat and drink something every day.

**ASK:**

- What do you think our bodies would feel like if we ate only once a day? (hungry, tired)
- The books and chairs in our classroom do not need food. Why? (they are not living things)

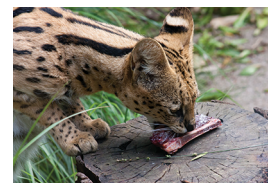
**EXPLAIN:** Our bodies use the food we eat and drink to help us grow and do things. Animals and plants also need food to grow and do things.

Some of us may have a dog or cat or some other type of pet at home. One of the ways we take good care of a pet is to make sure it gets something to eat and drink.

Most animals that live outside need to find their own food.

[Display pictures, one at a time, and engage children in a brief discussion of a wildcat eating meat off of a bone and a squirrel eating a plant.]

Plants make their own food. They use their leaves and roots to get sunshine, water, and nutrients.



skepticalviewhttps://flickr/(CC BY-NC-ND 2.0)

Tambako The Jaguarhttps://flickr/(CC BY-ND 2.0)





[Display picture of plant root and soil.]

A **root** is the part of a plant that is usually in the soil. **Soil** is the dirt we see on the ground or in a pot that a plant lives in. Our picture shows the root of a plant that has been dug from the soil. There are nutrients in the soil that help a plant make its own food. A **nutrient** is something that helps a living thing to grow. Soil can also hold water that a plant needs to live.



Plants that live outdoors can get sunlight from the sun. Plants that live indoors can get sunlight through a window. Sometimes a light is put above plants that live indoors.

**ASK:** How can plants get water? (rain, people watering them)

[If your classroom maintains a nontoxic plant, show and describe the soil and the importance of water and sunlight for your plant.]

**RECAP:** Are we living things? What else is a living thing? (animals, plants) We know that living things need food to grow and do things. Food is what living things eat and drink. We learned that plants make their own food by using sunlight, water, and nutrients in the soil. Nutrients help a living thing to grow. What is another word for soil? (dirt)



### Scaffolding Tips

**Extra support** ■ In the discussion of pets, some children may like to talk about feeding experiences with pets. ■ Encourage children to name some items on your playground that are not living things. ■ Invite children to describe their experiences in watering a plant or tree.

**Enrichment** ■ Encourage children to name other living things in the classroom, if appropriate. (pets, insects) ■ Invite children to talk about how animals that live in a zoo get their food.



### Center Activity

Provide toy animals and silk plants in the housekeeping center. Encourage children to pretend to feed and care for the animals and plants. As children play, invite them to describe why animals and plants need food. (they are living things)



### Family Child Care

Encourage children to identify other living things in your setting. What makes it a living thing? Is a doll a living thing? How about fish or pets?

# Understanding Letters



## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Letter knowledge

Children will identify, name, and say the sounds of letters B, C, O, and A.



#### Key Concepts

**Review:** Letter

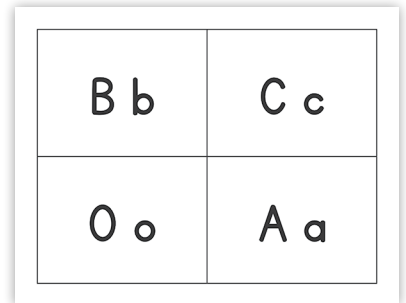


#### Materials Needed

- \*Letter mats (B, C, O, A)—1 per child
- \*Letter B card
- \*Letter C card
- \*Letter O card
- \*Letter A card
- \*Printables provided

**BEGIN:** We are learning about letters. We know that a letter is a special mark used to make words. We know about letters B, C, O, and A.

[Display letter cards B, C, O, and A. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase A and this is a lowercase a." After you name a letter, invite children to pop up if the letter is in their name.]



**EXPLAIN:** Today we will use a letter mat to help us remember the letters we are learning.

[Display letter mat.]

Our letter mat contains the uppercase and lowercase letters we have learned so far. We will each use our own letter mat for this activity.

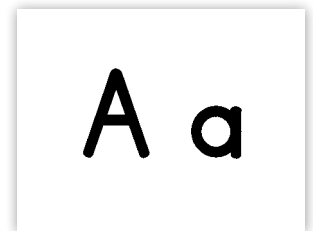
**ACT:** [Pass out a letter mat to each child.]

I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.

[Hold up letter card A.]

Let's find this letter on our letter mat.

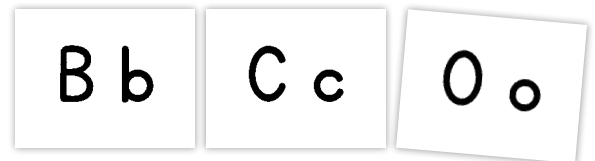
[Lead children in looking for, pointing to, and saying letter A on their letter mat. Explain how you found the letter A. Example: "This letter has two straight lines down and one straight line across. It looks just like the uppercase letter on our letter card."]



The letter A says /a/. Let's together say the letter sound: /a/.

Now let's find another letter!

[Hold up remaining letter cards, one at a time. Invite children to first point to the matching letter on their letter mat. Then ask children to repeat the letter name and the letter sound.]



**RECAP:** Today we learned more about letters B, C, O, and A. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.



### Scaffolding Tips

**Extra support** ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: “We are looking for a letter with one straight line and two curved lines. Let’s find a letter with a straight line and two curved lines like this one.”

**Enrichment** ■ Encourage children to make each uppercase letter in the air with their finger.



### Center Activity

Provide \*letter cards B, C, O, A, and play dough. Encourage children to use the play dough to trace each letter. Extend the center activity by encouraging children to use the play dough to make the letters in their own name, if possible.

\*Printables provided



### Family Child Care

Hang \*letter cards B, C, O, and A in random order on a wall. Turn off lights and invite volunteer children to use a flashlight to find a given letter. Example: “Fatou, please use the flashlight to find the letter A on our wall.”

\*Printables provided

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will understand how to form a group of a given quantity.



## Key Concepts

**New:** Trace

**Review:** High Five



## Materials Needed

Your traced hand (see Be Prepared)

Paper—1 per child

Marker

Unifix® cubes—5 per child

\*Set of small dot cards 1–5

\*Printables provided

**Be Prepared:** Trace the fingers on one of your hands on a piece of paper to show as an example of what children are invited to do in the activity described below.

**BEGIN:** Let's all give someone a "High Five"!

**EXPLAIN:** We know that a "High Five" is a way to give someone a compliment. It is called a "High Five" because we put our fingers on one hand high in the air. Our hand has five fingers.

- ASK:**
- How could we give someone a "High Four"? (hold up four fingers and put hand up high) Let's try it!
  - How could we give someone a "High Two"? (hold up two fingers and put hand up high) Let's try it!

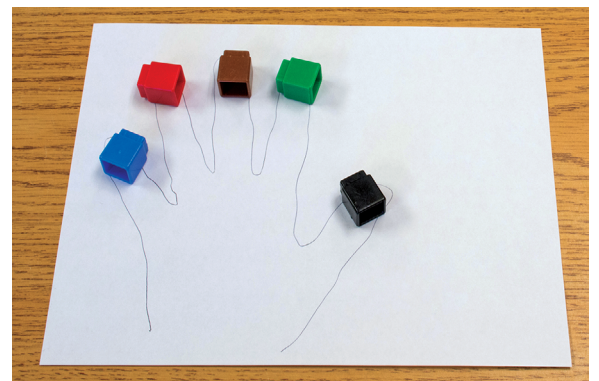
**EXPLAIN:** Today we will trace the fingers on one of our hands on a piece of paper. Then we will use the fingers we traced on the paper to practice counting. The word **trace** means we draw the outline of something. We are going to draw the outline of the fingers on one of our hands. We know that a shape has an outline. Our hand also has an outline. Drawing the outline of the fingers on our hand is called tracing.

[Display and briefly describe your traced hand.]

**ACT:** [Give each child a piece of paper. Help children trace each finger on one hand on the paper.]

**ASK:** Now we have a drawing of our hand on our paper.

- How many fingers are on our traced hand?
- How do we know?

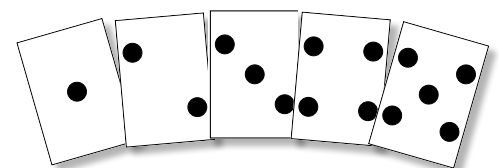


**ACT:** I am going to give each of you five cubes. When I give you the cubes, touch and count each one to be sure you have five.

[Observe children as they count the cubes. Demonstrate how to touch each cube as you count, if appropriate.]

[Display cards with dots.]

**EXPLAIN:** I have cards with different numbers of dots on them. I am going to mix up the cards and lay



them on the table so we can't see the number of dots on each card. You will each get a turn to pick a card.

When you pick up a card, count the number of dots on your card and tell everyone to give you a "High \_\_\_\_." If your card has two dots, ask everyone to give you a "High Two."

Then everyone will put a cube on each of the same number of fingers of their traced hand. For a "High Two" each of us would put a cube on two of our traced fingers.

**ACT:** *[Demonstrate by picking a card. Hold up the card and say, "Give me a High \_\_\_\_." Show how to put one cube on each traced finger for the number of dots on the chosen card. Example: "If you drew a card with three dots, put a cube on each of three fingers of the traced hand." Remove the cubes from your traced hand at the end of your demonstration.]*

Now let's try it together, one at a time.

*[Invite children to take turns choosing a card and asking the others to give them a "High \_\_\_\_." Observe as children place a cube on each traced finger. When children have finished, encourage them to remove the cubes from their traced hand and return the card to a different pile on the table.]*

**RECAP:** Today we played a counting game. We picked a card and counted the number of dots on the card. Then all of us put cubes on the same number of fingers of our traced hand. We know how to give a "High Five," a "High Four," a "High Three," a "High Two," and a "High One"!



### Scaffolding Tips

**Extra support** ■ In the opening segment, provide a demonstration of "High Five" (introduced in Social-Emotional Week 9, Day 2) if children seem uncertain about what to do. ■ If children are unsure of how many dots are on their card, point to each dot on their card or guide their finger to point to each dot as you count together. ■ The task of putting a cube on a specified number of fingers (based on number of dots on card) may be easier to do by adding one or both of the following steps after the number of dots is announced: (a) put one cube on each of the dots on the chosen card before moving the cubes to traced fingers, or (b) make a group of the specified number of cubes (separate from other cubes) and then put cubes on traced fingers.

**Enrichment** ■ Invite children to show a "High Ten" with their own hands.

WEEK

12

DAY

2

# Counting Things *continued*

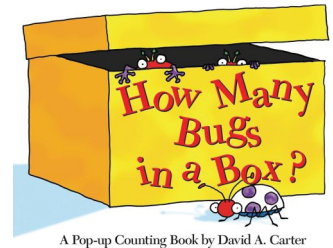
123  
Mathematics

## 123 Center Activity

In the housekeeping center, encourage children to “cook” lunch for friends. Invite the friends (lunch guests) to ask for a certain number of items for lunch. Example: “I would like four things for lunch.” Put the play food in a basket so children have opportunities to count out the number of items requested.

## Family Child Care

Children in your setting will enjoy counting groups of insects as they listen to the book *How Many Bugs in a Box?* by David Carter. Invite school-age children to take turns reading pages in the book as younger children count aloud the groups of insects.



# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand what it means to feel angry and how to positively manage their anger.



#### Key Concepts

**New:** Angry

**Review:** Solution



#### Materials Needed

*The Way I Feel* by Janan Cain

Turtle puppet

\*Our Feelings poster

\*2 pictures as shown (See Extra Support tip)



#### Also Promotes

Language/Literacy

Self-Regulation

\*Printables provided



#### Optional Reading

*When I Feel Angry* by Cornelia Maude Spelman

**BEGIN:** We are learning about different kinds of emotions. Today we will talk about feeling angry.

[*Read the page on feeling angry in *The Way I Feel*.*]

**ASK:** Have you ever felt angry?

**EXPLAIN:** Everyone can feel angry sometimes. We usually feel bad inside when we feel **angry**. We may feel upset and want to shout or maybe cry. Another word for angry is mad. Sometimes people say they are mad about something.

Let's all make an angry face!

**ASK:** What are some things that might make us feel angry? (someone taking a toy, not getting something at the store that we'd like, etc.)

**EXPLAIN:** We might feel angry if someone takes a toy away or if we don't get a turn to play a game we want to play.

**ACT:** Let's take a look at our poster and see if we can find the child who is feeling angry.

[*Discuss facial features that children associate with feeling angry.*]

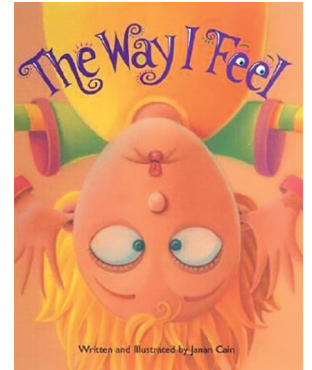
**EXPLAIN:** Sometimes we want to do things we shouldn't do when we feel angry. We might want to hit, throw something, or say mean things that could hurt someone's feelings. Sometimes it's hard to calm down and feel better when we are angry.

**ASK:** Have you ever had a hard time calming down when you felt angry?

**ACT:** Today we are going to learn a way that we can deal with anger. I have a friend who is going to tell us about it.

[*Display a turtle puppet on your hand.*]

This is Tucker. He's a turtle. Sometimes Tucker gets angry just like us. He's going to tell us what he does when he feels angry.





*[Illustrate the following story in your own words by using the puppet. Be animated in order to engage children's attention.]*

Hi! My name is Tucker. I go to a program just like you! I like to play with friends at my program. Do you have friends you like to play with?



Sometimes I feel angry when I am playing with my friends.

One time one of my friends grabbed the toy I was playing with. I was so mad that I hit him. My friend cried when I hit him. I know I shouldn't have hit my friend but I was just so mad that I didn't know what else to do! Has that ever happened to you?

I don't want to hurt my friends when I get angry, so I learned a better way to handle myself when I feel mad. I learned a different way to "think like a turtle." I want to tell you about it!

Now the first thing I do when I feel angry is STOP what I am doing! I make sure to keep my hands, my body, and my yelling to myself.

Then I tuck my head into my shell and take three big breaths. This helps me to calm down. Watch me do it!

*[Demonstrate this with the puppet.]*

When I am tucked inside my shell, I can think of a better way to deal with my anger than hitting. I might need to stay tucked into my shell for a while so that I can calm down and think! I need a quiet mind so I can think about solutions to my problem. Remember, a solution is a way to solve a problem. When I have come up with a solution to my problem, then I come out of my shell.

*[Put down the puppet so children understand your voice is now your voice, not Tucker the Turtle talking.]*

Let's practice putting our head into our shell. Tucker will show us again how to go into our shell. First we stop what we are doing, then we tuck our head into our shell, and then we think about how to solve our problem. We can't actually tuck our heads in a shell though, right? When we tuck our heads we can just put our heads down. We can take three deep breaths, and maybe give ourselves a hug as we think about a better way to solve our problem.

When we have come up with a good solution, then we can come out of our shells.

*[Invite children to stand and join Tucker in practicing each step several times. Use the cues, "STOP," "TUCK," and "THINK" for each step.]*

Tomorrow we will learn some solutions to our problems that we can think about when we are tucked inside our shell! There are better ways to handle our anger than hitting someone, yelling at someone, or throwing things!





**RECAP:** Today we talked about feeling angry. Let's all of us show an angry face!

Tucker the Turtle told us how we can think like a turtle and move our head into our shell when we feel angry. What did Tucker show us to do? (stop, tuck, think) Here is Tucker the Turtle. He can show us again!

*[Use puppet to demonstrate the three steps as you label each.]*

Being inside our shell gives us time to calm our mind and to think about ways to deal with feeling angry.



### Scaffolding Tips

**Extra support** ■ If children are unsure what to do with their bodies as you practice STOP, TUCK, and THINK, demonstrate as you say each action word. ■ If children seem unfamiliar with how a turtle can use its shell for protection, display and describe the two provided pictures of a turtle. Point out how the turtle can pull its head and legs into the shell, and not move parts of its body. This is like Tucker the Turtle saying the first thing he does when he feels angry is to STOP! The turtle's shell is hard. The shell protects the turtle and gives the turtle a place to be calm.



**Enrichment** ■ Ask children to describe things they have done to feel better when they are angry.



### Center Activity

Provide children with small blankets or pieces of cloth. Invite children to pretend to be Tucker the Turtle. Encourage children to use the blankets as their shell as they practice STOP, TUCK, and THINK like Tucker.



### Family Child Care

Set up a small area in your setting for children to visit when they need to calm down. Place pillows, books, and a turtle puppet or stuffed animal in the area. Encourage children to visit the area and practice the "turtle technique" when they are feeling angry or need to calm down.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of living things

Children will understand that living things need air.



## Key Concepts

**New:** Lungs

**Review:** Living  
Breathe



## Materials Needed

\*3 pictures as shown

\*Printables provided

**BEGIN:** We are learning about living things. We know that living things need food to grow and to do things.

- What things did you drink and eat today to keep your body strong and healthy?
- Did the chairs and tables in our classroom drink and eat anything today? Why not?

**EXPLAIN:** Today we will talk about how all living things need air. We know that air comes into and goes out of our body when we breathe.

The air we breathe goes into our lungs. **Lungs** move the air we breathe into the blood that flows through our body. Lungs are right behind our chest.

*[Point to your chest.]*

When we breathe in, our lungs fill with air and get bigger. When we breathe out, the air goes out of our lungs. Our lungs get smaller.

**ACT:** Let's all stand as tall as we can. Please put your hand on your chest. Now let's breathe in and out three times. Our hand will help us feel our lungs move when we breathe. Please take really deep breaths.

Did you feel your lungs move when you breathed in and out?

**ASK:** We breathe through our nose and our mouth.

- What else do we use our nose for? (smelling)
- What else do we use our mouth for? (tasting, eating, chewing, talking, singing)

**EXPLAIN:** *[Display picture of tiger.]*

Many animals also have lungs that fill with air when they breathe. Here is a picture of a tiger. A tiger has lungs that fill with air when it breathes in.



Paul Buxton/flickr/(CC BY-NC-ND 2.0)

*[Display picture of a fish and point to gills when described below.]*

Fish breathe underwater through small openings on their sides. Fish do not have lungs.



Jonathan Cohen/flickr/(CC BY-NC 2.0)



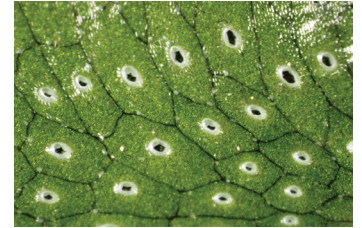
**ASK:** What would happen if we tried to breathe when our head is underwater? (water would get in our lungs)

**EXPLAIN:** We know that plants are living things and that all living things need air. A plant breathes through tiny holes. The tiny holes are on the leaves and other parts of a plant.

We cannot see the holes in a plant because they are very, very small.

[Display picture of plant pores.]

This is a picture of part of a plant leaf. The person who took this picture used a tool to make part of the leaf look a lot bigger so we can see the small holes the plant uses to breathe.



George Shepherd/flickr/(CC BY-NC-SA 2.0)

**RECAP:** Today we talked about how all living things need air. When we breathe in, our lungs fill with air and get bigger. When we breathe out, the air goes out of our lungs and our lungs get smaller. Do tigers breathe with lungs like we do? (yes) Do plants breathe with lungs like we do? (no)



### Scaffolding Tips

**Extra support** ■ To heighten children's awareness of how air enters and leaves their body, invite children to breathe deeply with a hand over their mouth (to focus on nose) and then holding nose (to focus on mouth). ■ Briefly review the senses of smell and taste (Science Week 8) if children seem unfamiliar with this information.

**Enrichment** ■ Some children may be ready to learn or recall vocabulary related to today's activity.

**Gills** are the small holes on the side of a fish that a fish uses to breathe. **Plant pores** are the small holes in a plant that allow air to come into and go out of the plant. A microscope was used to make a part of a plant leaf look much bigger. A **microscope** is a tool that lets us see small things that our eyes cannot see by themselves.



### Center Activity

Set up a quiet area of the classroom with blankets or mats. Encourage children to lie on the floor and observe each other breathing. Children may also wish to place stuffed animals on their stomach and watch the animal move up and down as they breathe.

WEEK

12

# Exploring Living Things *continued*



Science

DAY

2



## Family Child Care

If you have pets in your home, observe them breathing. Discuss what the pet uses to breathe. (lungs, openings on the side of its body, or tiny holes in its body)

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/>



## 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 say the sound of letter O.



## Key Concepts

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

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



## Materials Needed

\*Letter O card

Chart paper

Marker

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:** We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

**ACT:** [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

***I was sad when my blocks fell.***]

We want to find the lowercase letter o in our sentence.

[Display letter card O. Point to the lowercase o on the card.

Encourage a volunteer child to look for and point to the lowercase letter o in the sentence as you display the O letter card.]

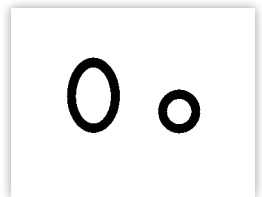
What sound does the letter O make?

Yes! Letter O says /o/. Let's together say the sound of the letter O: /o/.

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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

Children will broaden their understanding of how to form a group of a given quantity.



## Key Concepts

**Review:** Last number counted



## Materials Needed

Pom-poms—14 per child  
Bottle glue—1 per child  
White construction paper—1 per child



## Also Promotes

Creative Expression



## Optional Reading

*The Very Hungry Caterpillar* by Eric Carle

**Be Prepared:** Today's activity involves children using bottle glue. You may wish to invite the assistance of another adult to help children practice using glue. If time or child interest does not permit you to complete the entire activity, stop after children glue the first two caterpillars to their paper. Adjust the remainder of the activity accordingly.

**BEGIN:** Today we are going to practice counting and making groups of items. We are going to do this by making caterpillars! Have you ever seen a caterpillar?

**EXPLAIN:** Each of you will get a group of 14 pom-poms. We will use these to make our caterpillars.

*[Give each child 14 pom-poms in various colors, one piece of white construction paper, and a bottle of glue.]*

Let's count our pom-poms to make sure each of us has 14. Please lay your pom-poms in front of you. When we count them, we will pick up one and place it to the side each time we say a number. Remember, the last number we count tells us how many we have. Watch me count first.

**ACT:** *[Demonstrate how to count the pom-poms by moving each one to the side as you count it.]*

How many pom-poms do I have? Let's count them together now.

*[Lead children in counting slowly as you watch children move their pom-poms.]*

Does everyone have 14 pom-poms?

I am going to tell you a story while we make our caterpillars. The story will tell you how many pom-poms each caterpillar has. When we make our caterpillars we will glue the pom-poms to the paper in a row like this.

*[Demonstrate how to put a small dot of glue for each pom-pom on the paper. Example: A caterpillar with three pom-poms would have three dots of glue in a row. Show children how to begin their first caterpillar on the left side of the page. This will ensure sufficient room for up to four caterpillars.]*

*Help as children make their caterpillars on the paper as you tell the story. Observe as they count out the correct number of pom-poms. Help children count out the pom-poms as needed.]*

Once upon a time there was a caterpillar with three pom-poms.



*[Pause so children can make three dots of glue and then assemble three pom-poms.]*

The caterpillar with three pom-poms had a friend who had five pom-poms.

*[Pause so children can make five dots of glue and then assemble five pom-poms.]*

One day the two caterpillars crawled to a tree in the park. There, they met a caterpillar with four pom-poms.

*[Pause so children can make four dots of glue and then assemble four pom-poms.]*

The caterpillar with four pom-poms wanted to play with the other caterpillars and asked if it could bring its little sister. The little sister had two pom-poms. She was a very small caterpillar.

*[Pause so children can make two dots of glue and then assemble two pom-poms.]*

All of the caterpillars played together near the tree and had so much fun!

How many caterpillars did we make? (four) Please point to the caterpillar that has two pom-poms. Please point to the caterpillar that has four pom-poms. How about the caterpillar with five pom-poms? Now let's all point to the caterpillar with three pom-poms.

**RECAP:** Today we made caterpillars while we listened to a story. We counted out the correct number of pom-poms for each caterpillar. We will let our caterpillars dry and you can add eyes to your caterpillars and draw more on your picture at center time if you'd like. We will share our pictures with each other later in the week.



### Scaffolding Tips

**Extra support** ■ Help children with counting by encouraging them to point to or move each pom-pom as they count. ■ Provide an additional opportunity for children to count the specified number of a group by emphasizing we count twice: once when we put dots of glue on our paper and again when we put pom-poms on each glue dot. ■ Show (or remind) children that a small dot of glue is all that is needed for gluing a pom-pom to the paper ("a dot does a lot").

**Enrichment** ■ After making each caterpillar, ask children to tell how many pom-poms are left in their group (unused pom-poms).

### 123 Center Activity

Provide materials for children to add to their caterpillar picture. Examples: markers, pencils, googly eyes, glue, crayons.



WEEK  
**12**

# Counting Things *continued*

**123**  
Mathematics

DAY  
**3**



Family Child Care

Encourage older children in your setting to make up additional stories about the caterpillars.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Emotion knowledge

Children will strengthen their understanding of how to positively manage feelings of anger.



## Key Concepts

**Review:** Angry



## Materials Needed

Turtle puppet

\*Problem Solution cards (from Week 6)



## Also Promotes

Self-Regulation

\*Printables provided



## Optional Reading

*How Do Dinosaurs Say I'm Mad?* by Jane Yolen

**Be Prepared:** This activity includes a brief classroom situation that leads a child to feel angry. Develop a simple plan for a situation that could occur in your classroom. Example: Child A is angry because Child B knocked over a block tower built by Child A. Your use of this situation in the activity includes a volunteer child. Determine in advance whether you or the volunteer child plays the role of the child who feels angry.

**BEGIN:** [*Display Tucker the Turtle.*]

Yesterday we talked about feeling angry. Tucker the Turtle taught us to think like a turtle when we feel angry. We usually feel bad inside when we are angry. Who can remember the three things Tucker taught us? (stop, tuck, think) Let's try it again together.



[*Invite children to practice the three steps with you. Use the cues, "STOP," "TUCK," and "THINK" for each step. Be sure that children are practicing three deep breaths when they "tuck."*]

**EXPLAIN:** Today Tucker the Turtle is going to tell us more about what he does when he thinks in his shell. This is when we think about some solutions to the problem that is making us feel angry.

**ACT:** [*Use the puppet and your own words to describe the THINK step. Remember that an animated puppet and voice will help to engage children!*]

Boys and girls, what do we call the third thing I showed you yesterday? (think)

When I get into my shell, I take a few deep breaths to calm down and then think about ways I can deal with feeling angry. Being inside my shell helps me concentrate on my thinking. Being inside my shell helps me pay attention to myself. I am not doing other things. I am thinking.

I do my best thinking when my mind is quiet. I take three breaths. This helps me to feel calm. Will you take three deep breaths with me? Let's take three deep breaths together. In, out. In, out. In, out. I also can relax my muscles when I am in my shell. Remember, a relaxed body and calm mind can help us use good self-control.

Are you ready to do your best thinking?

My best thinking begins with figuring out my problem. Yesterday I told you how I felt angry when a friend grabbed a toy I was playing with. My problem was that a friend took a toy I really like to play with. Remember, I felt angry and hit my friend. This was not a good choice

because hitting my friend made him feel bad. He cried. Then I realized I had made a mistake by hitting my friend.

So, I decided that I needed to think of a better way to solve my problems when I get angry. I think about solutions to my problem when I do my best thinking. My calm mind helps me think about things I could do about my problem. I think about solutions and then I decide which solution is a good choice. I bet you and your teacher can do some good thinking about solutions.

*[Put down puppet.]*

Several weeks ago we talked about some solutions to problems we might have. We used some cards to remind us of solutions. I have some of the solution cards we used. Let's talk together about some of the solutions.



**EXPLAIN:** *[Discuss each solution. Begin with the two cards that speak directly to Tucker's situation. Use a real life situation for each:]*

- *Say, "Please stop." (when someone is trying to hurt your feelings or your body, when someone is taking something from you or is bothering something you are playing with)*
- *Ask an adult for help (when you need help in resolving the problem)*

Now let's look at the rest of our solution cards and talk about how they can help us if we are angry.

- *Ignore (when someone is trying to hurt your feelings)*
- *Play together (when you want to play with the same toy)*
- *Share (when two people want to play with the same toy)*
- *Trade (when someone wants to play with the toy you are playing with)*
- *Wait and take turns (if two people want to play with a toy at the same time)*

Now let's pretend that something is happening that might make us feel angry. I need someone to help me practice.

**ACT:** *[Invite a volunteer child to join you in role playing a brief situation that leads to feeling angry. See Be Prepared. If the volunteer child plays the role of the person who feels*

WEEK  
**12**

DAY  
**3**

# Understanding Feelings *continued*



*angry, be sure to coach the child on each of the steps that Tucker the Turtle would take to deal with anger. Invite the other children to help the child think of solutions during the “think” stage.]*

**EXPLAIN:** We all can help remind each other to go into our shell when we feel angry. If someone seems angry or upset, we could gently say “think like a turtle” to remind someone to stop, tuck, and think!

**RECAP:** Today Tucker the Turtle helped us learn how to do our best thinking when we feel angry. How do we calm our mind so we can do some good thinking? (go into our shell to breathe deeply, relax our muscles) What do we think about? (solutions, which solution is a good choice) Let’s once again practice the things Tucker taught us.

*[Use cues, STOP, TUCK, and THINK.]*



## Scaffolding Tips

**Extra support** ■ When children are asked to help come up with solutions in the practice session, offer reminders of solutions reviewed in the activity.

**Enrichment** ■ Ask children to describe how they feel when they are inside their shell. How does a calm mind help us think better about our problem and some solutions? ■ Develop a second classroom situation to role-play with a different volunteer child so children have another opportunity to learn how to use the Turtle Technique.



## Center Activity

Provide the Tucker the Turtle puppet or stuffed animal and \*Problem Solution cards. Invite children to use the puppet to role-play situations that can lead to someone feeling angry and then a good solution to the problem.

\*Printables provided



## Family Child Care

Ask families of all children in your setting to practice the Turtle Technique at home. Discuss and practice with families. This will make the child better aware that both you and their family are working together to help the child manage angry feelings.

The “Problem Solution Cue Cards” are informed by the “Solution Kit” described in the following source: Center on the Social and Emotional Foundations for Early Learning (2013) Promoting the Social Emotional Competence of Young Children Module 2: Social Emotional Teaching Strategies. Retrieved from [http://csefel.vanderbilt.edu/resources/training\\_preschool.html#mod2](http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2)

Numerous educational resources include the Turtle Technique. The Turtle Technique was originally described in the following source: Robin, A. L., Schneider, M., & Dolnick, M. (1976). The turtle technique: An extended case study of self-control in the classroom. *Psychology in the School*, 13, 449-453.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of living things

Children will understand that a living thing grows and can help make another like itself.



## Key Concepts

**Review:** Food  
Breathe



## Materials Needed

\*3 pictures as shown  
Classroom chair



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** We are learning that all living things need food and air to grow and do things. Today we will talk about what happens when living things grow.

[Display picture of tree seedling.]

Most living things start small. This is a picture of a tree when it was very young. We can call this a baby tree.

[Display picture of adult tree next to the picture of seedling.]

This is a picture of the baby tree when it is older. The tree used to be small and now it is bigger. It is now an adult tree. Living things get bigger or change as they grow.

- ASK:**
- Will you be bigger when you are older?  
[Follow-up prompt, if needed: "Will you be bigger when you go to kindergarten?"]
  - How much bigger do you think you will be?

**EXPLAIN:** Let's look again at our two pictures of the tree. The older tree is a lot taller than when it was a baby tree.

- ASK:** What are some other ways the older tree looks different than the baby tree? (older tree has more leaves, more branches, is wider)

**EXPLAIN:** [Display picture of two seeds next to the pictures of younger and older trees.]

This is a picture of seeds. The older tree grew many seeds on its branches. The seeds fell to the ground. Some of the seeds may grow into baby trees and then into adult trees. When a living thing grows up, it can help make another like itself. The older tree in our picture helped make another tree by first growing seeds.

We know that the seeds will need soil, sunlight, and water in order to live.

**RECAP:** [Display classroom chair.]

This week we learned about living things. Let's think about the chair that is next to me.





- Does our chair need food?
- Does our chair breathe?
- Can our chair grow (get bigger)?
- Can our chair make another chair?

Our chair is not a living thing. What are some living things in our classroom?

### Scaffolding Tips

**Extra support** ■ Point to specific characteristics of the young and adult trees when talking with children about differences. ■ Draw children’s attention to other (nontoxic) plants in your classroom or trees on your playground to help children strengthen their familiarity with plants.

**Enrichment** ■ After presenting information on the seeds, encourage children to arrange the three pictures (seeds, baby tree, adult tree) in a rough circle to show growth and how the adult tree can help make another tree. ■ Display several toy people and animal figures. Ask children if they are living things. Explain that the toy figures show people and animals but they are not living things. ■ Explain that a young plant (“baby tree”) is called a seedling. ■ Children with tree familiarity may be interested in learning that the pictures show an oak tree. The seeds are called acorns.

### Center Activity

Provide \*picture cards of various animals and nonliving things or provide the \*rhyming word picture cards used in Language/Literacy Week 5. Invite children to work together to sort the cards into two groups: things that are living and things that are not living. Children may wish to further sort cards of living things according to how they breathe (lungs, holes).

\*Printables provided

### Family Child Care

Visit your outdoor space or a nearby park, if available, for children to identify things that are living and not living. You may wish to keep a list of the identified items for review and discussion with children after the visit.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Letter knowledge

Children will identify, name, and say the sound of letters B, C, O, and A.



## Key Concepts

**Review:** Letter



## Materials Needed

\*Letter mats (B, C, O, A)—1 per child and staff

1-inch letter manipulatives—cardstock, foam, or magnetic (see Be Prepared)

Small cups—1 per child (see Be Prepared)

\*Printables provided

**Be Prepared:** If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters B, C, O, and A in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

**BEGIN:** On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

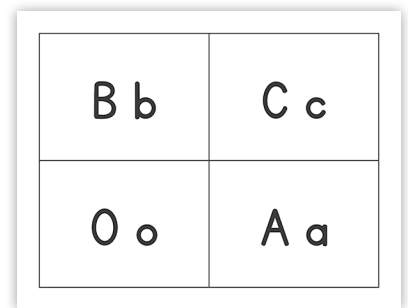
What is a letter? (a special mark used to make words)

**EXPLAIN:** [Display letter manipulatives.]

Each of us will use a letter mat and uppercase letters B, C, O, and A to do our activity.

[Pass out a letter mat and cup of letter manipulatives to each child.]

I will say the name of the first letter on our letter mat and then we will say the letter name together. Next I will say the sound the letter makes, and we will say the sound together. Finally, we will find the letter from our cup that matches the letter on our letter mat and place the letter on top of the letter on our letter mat.



Let's look at the first letter on our letter mat.

**ACT:** [Point to the letter B on the letter mat.]

This is the letter B. Let's together say its name.

The letter B makes the sound /b/, like in the word "book." Let's together say the sound of letter B: /b/.

Now we want to find the letter B in our cup.

[Help children find the letter B manipulative, if necessary.]

Now let's place the letter B on our letter mat.

[Place the letter B manipulative on top of the letter B on the letter mat.]

Let's try another letter!

[Point to letter C on the letter mat. Say its name and ask children to together repeat its name. Next, say its sound, a word that begins with the same sound, and then ask children to together repeat its sound. Finally, encourage children to find the letter C manipulative and place it on the



letter C on the letter mat. Continue until you have said each letter's name and sound, and matched each letter on the letter mat in order.]

**RECAP:** Today we learned more about letters B, C, O, and A. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.



### Scaffolding Tips

**Extra support** ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: "We are looking for letter B. It has a tall straight line down and two curved lines." ■ If children need additional assistance in finding the correct letter manipulative, remind them of a child's name that begins with the same letter. Example: "Remember, Aliya begins with the letter A."

**Enrichment** ■ If children are familiar with letter names and sounds, invite them to take turns leading other children in saying each letter name and sound. ■ Invite children to say another word that begins with the letter after the letter manipulative is placed on the mat.



### Center Activity

Provide trays filled with sand and \*letter cards B, C, O, and A. Invite children to choose a letter card from the pile and then draw the letter chosen with their finger in the sand.

\*Printables provided



### Family Child Care

Review letters with \*letter picture cards and letter manipulatives. Provide letter picture cards that correspond to each letter on the letter mat. Example: Letter B picture cards include book, bear, bee, and bell. Mix up letter picture cards and invite a child to choose one. Encourage the child to say the name of the letter picture card. Then say, "A \_\_\_ begins with the sound /\_\_\_/." Invite the child to then find the letter manipulative that makes the same sound. Older children may enjoy making a list of other words that begin with the letters B, C, O, and A.

\*Printables provided



## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will strengthen their understanding of how to form a group of a given quantity.



## Key Concepts

**New:** High Ten

**Review:** Trace



## Materials Needed

Paper—1 per child

Marker

Unifix® cubes—10 per child

\*Set of small dot cards 1–10

\*Printables provided



## Optional Reading

*From the Garden: A Counting Book About Growing Food*  
by Michael Dahl

**BEGIN:** We know how to play the “High Five” game. Today we will play “High Ten”! Let’s all show 10 fingers! If we give someone a “**High Ten**,” we need to use both hands. Please give your neighbor a “High Ten.”

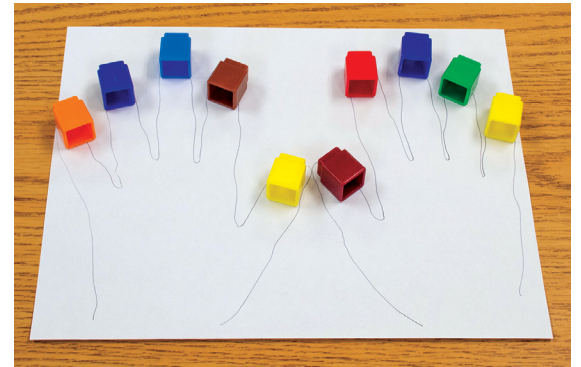
**EXPLAIN:** We need to trace both of our hands on a piece of paper so we can play “High Ten.” Remember, trace means to draw the outline of something. We will count the fingers that we trace.

**ACT:** [Give each child a piece of paper. Help children trace each finger as part of two hands on the paper.]

**ASK:** Now we have a drawing of both of our hands on our paper.

- How many fingers are on our traced hands?
- How do we know?

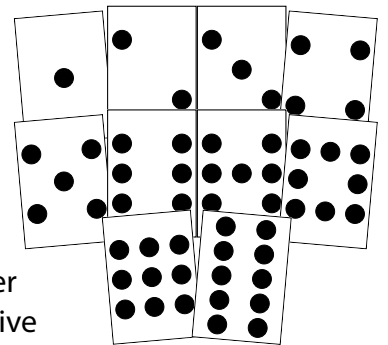
**ACT:** I am going to give each of you 10 cubes. Count the cubes to be sure you have 10.



[Observe children as they count the cubes. Demonstrate how to touch each cube as you count, if appropriate.]

Do you have 10 cubes?

**EXPLAIN:** I have cards with different numbers of dots on each. I am going to mix up the cards and lay them on the table so we can’t see the number of dots on each card. You will each get a turn to pick a card.



When you pick up a card, count the number of dots on your card and tell everyone to give you a “High \_\_\_\_.” If your card has six dots, ask everyone to give you a “High Six.”

Then everyone will put a cube on each of the same number of fingers of their traced hand. For a “High Six” each of us would put a cube on six of our traced fingers.

**ACT:** [Demonstrate by picking a card. Hold up the card and say, “Give me a High \_\_\_\_.” Show how to put one cube on each traced finger for the number of dots on the chosen card. Example: “If you drew a card with five dots, put a

*cube on each of five fingers of one traced hand.” Remove the cubes from your traced hand(s) at the end of your demonstration.]*

Now let’s try it together, one at a time.

*[Invite children to take turns choosing a card and asking the others to give them a “High \_\_\_\_.” Observe as children place a cube on each traced finger. When children have finished, encourage them to remove the cubes from their traced hand(s) and return the card to a different pile on the table.]*

**RECAP:** Today we played a counting game. We picked a card and counted the number of dots on the card. Then all of us put cubes on the same number of fingers of our traced hands. We know how to give a “High Ten”!



### Scaffolding Tips

**Extra support** ■ In the opening segment, provide a demonstration of “High Ten” if children seem uncertain about what to do. ■ If children are unsure of how many dots are on their card, point to each dot on their card or guide their finger to point to each dot as you count together. ■ The task of putting a cube on a specified number of fingers (based on number of dots on card) may be easier to do by adding one or both of the following steps after the number of dots is announced: (a) put one cube on each of the dots on the chosen card before moving the cubes to traced fingers, or (b) make a group of the specified number of cubes (separate from other cubes) and then put cubes on traced fingers.

**Enrichment** ■ Place your own traced hand next to a child’s traced hands. Explain that the three hands combined provide more than 10 fingers. Invite the child to give a “High Eleven” with his/her cubes.



### Center Activity

Provide materials for the “High Ten” game played during today’s activity. Encourage children to play it together while taking turns.



### Family Child Care

As children play outdoors, practice making groups. Place a group of 2–10 items in front of you (rocks, sticks, leaves). Invite children to make a group of the same number of items. Continue with groups of different numbers of items. School-age children may enjoy helping make the initial groups for younger children to replicate.

WEEK

12

# Exploring Where We Live



Social Studies

DAY

4

3-5 YEARS

Large Group



### Skill and Goal

#### Knowledge of physical environments

Children will strengthen their understanding of differences in home characteristics.



### Key Concepts

Review: Home



### Materials Needed

Children's shoebox homes made during Week 11



### Also Promotes

Language/Literacy



### Optional Reading

*A House is a House for Me*  
by Mary Ann Hoberman

**BEGIN:** [There are two options for today's activity involving shoebox homes made by children in Week 11.

Option One: Make the homes available for a brief play time. Offering small toy people figures might enrich the play. Children could visit each other's homes or play at someone's house.

Option Two: Encourage volunteer children to take turns describing the home they created alone or with other children (if larger boxes used). Remind children to be good listeners when someone is talking. Invite children to ask questions about a home described by another child. You may wish to support some children's participation by describing the home a child(ren) made, encouraging the child(ren) to hold the box as you describe the home, and including some close-ended questions that promote the child(ren)'s verbal involvement.]



### Center Activity

Fill the sand table or a tub with sand and some water. Provide items to help children build sandcastles. Explain that sandcastles can be a pretend home.



### Family Child Care

As children play with or describe their shoebox homes, younger children will enjoy playing with a dollhouse and toy people figures. Invite school-age children to draw the floor plan of one room in their house.

WEEK

12

DAY

4

# Staying Healthy and Safe



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Motor development

Children will understand the importance of muscles in our body.



#### Key Concepts

**New:** Muscles  
Heart

**Review:** Personal space



#### Materials Needed

*From Head to Toe* by Eric Carle

\*1 picture as shown

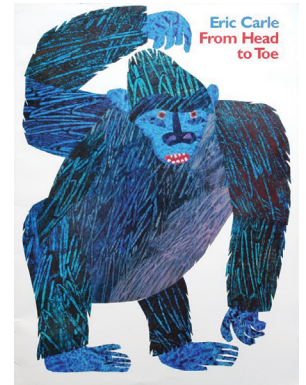
\*Printables provided

**Be Prepared:** The activity invites children to move parts of their bodies in ways similar to how children in a book move their bodies. In advance of the activity, make decisions about the guidance or modeling you will offer children about various motions, such as bending our knees, arching our back, and wiggling our toes.

**BEGIN:** We are practicing different ways to move our bodies. Earlier this week we moved backward and forward, and we did some bending, stretching, jumping, hopping, and spinning.

**EXPLAIN:** [*Display book cover.*]

This book shows children moving parts of their bodies, like some animals move their bodies. Let's read the book and try to do some of the motions shown in the book. We need to spread out and use our personal space so we do not bump into others. Our book is called *From Head to Toe*. It was written by Eric Carle.



**ACT:** [*As you read the book, pause to encourage children to move their bodies like children in the book move their bodies. Offer suggestions and demonstrations, if necessary. Invite children to say together, "I can do it," after they have attempted a motion.*]

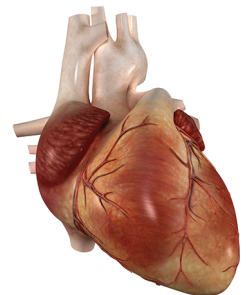
**EXPLAIN:** We used muscles in our body to do all of the motions shown in our book. **Muscles** are parts of our body that move things. Some muscles are connected to bones in our body. The muscles move our bones. We used muscles connected to bones in our legs to bend and kick our legs and stomp our feet. We used muscles connected to bones in our arms to wave our arms and clap our hands.

[*Point to the general location of body parts mentioned below.*]

Our bodies have many different kinds of muscles. We use muscles in our mouth to chew food. Our tongue is a muscle. Muscles in our stomach move the things we eat and drink through our body. Our heart is a muscle.

[*Display picture of heart.*]

This is what our heart looks like. Our **heart** pumps blood to different parts of our body.



WEEK

12

DAY

4

# Staying Healthy and Safe *continued*



**RECAP:** We practiced moving parts of our bodies like children in our book moved parts of their bodies. We moved parts of our body from our head to our toe. Do you think that is why our book is called *From Head to Toe*?

We used muscles in our body to move parts of our body. What would happen if our muscles were weak or would not work?



## Scaffolding Tips

**Extra support** ■ If children seem confused about the motion described at the beginning of the activity (bend, spin, hop), offer a concrete reminder by briefly demonstrating motions or showing the cube from the Day 3 activity in Creative Expression.

**Enrichment** ■ Invite children to add another animal movement at the end of the book. Encourage children to use words similar to the text in the book. Example: "I am a (name of animal) and I can (body motion). Can you do it? I can do it."



## Center Activity

Provide movement books, such as *From Head to Toe* by Eric Carle, *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams, *Silly Sally* by Audrey Wood, or *Oh!* by Kevin Henkes. Encourage children to move like the characters in the book. Invite children to describe body movements they are doing.



## Family Child Care

Read *From Head to Toe* again and videotape children moving to the book. Children or their parents will enjoy watching their movements.



## 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 say the sound of 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

Chart paper

Marker

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:** We are going to again practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

**ACT:** [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

***We do lots of different things in our class.***]

We want to find the lowercase letter a in our sentence.

[Display letter card A. Point to the lowercase a on the card.

Encourage a volunteer child to look for and point to the lowercase letter a in the sentence as you display the A letter card.]

What sound does the letter A make?

Yes! Letter A says /a/. Let's together say the sound of the letter 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.

WEEK

12

DAY

5

# Understanding Words *continued*



- *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children’s interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

Children will deepen their understanding of how to form a group of a given quantity.



## Key Concepts

**Review:** High Five  
High Ten



## Materials Needed

6 craft sticks

Sticky tack

Magnetic board

\*Large dot cards 1-10

Children's caterpillar pictures made on Day 3

\*Printables provided

**BEGIN:** Let's together say the counting rhyme we learned on Day 1.

[Say the rhyme and then lead children in the rhyme, "One, Two, Buckle My Shoe." Emphasize each number and hold up a finger for each number.]

**EXPLAIN:** On Day 1 we each had a group of circles (counters). Each of our groups had a different number of circles. We each counted the number of circles in our group.

Let's practice counting a group of sticks. Our rhyme today talks about sticks. We can count groups of sticks, too.

**ASK:** [Hold up a group of six craft sticks.]

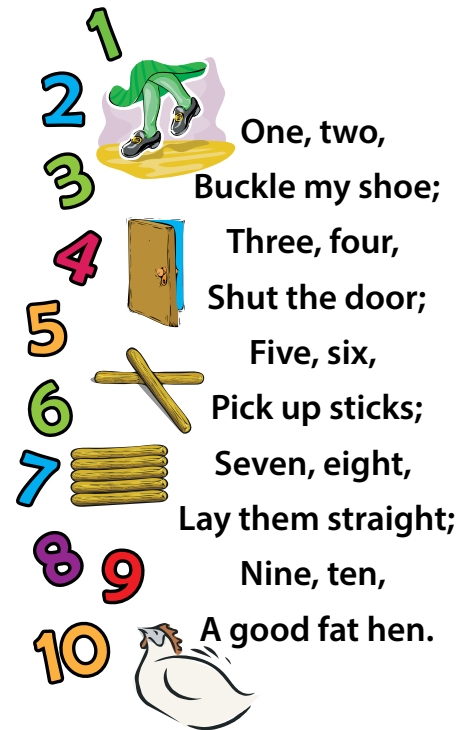
I have a group of craft sticks.

- Do I have two in my group?
- Do I have five in my group?
- Do I have six in my group?
- Let's count the craft sticks together.

[Place sticky tack on the back of each of the six craft sticks and display them on a board. Ensure the board is visible to all children. Encourage children to count out loud as you point to each stick. Do not count out loud unless children need your assistance.]

**EXPLAIN:** This week we also played a game called "High Five." A "High Five" is called "High Five" because we have five fingers on one hand that we put up high when we do a "High Five." This week we used the number of dots on a card to tell us whether we had a "High One," "High Two," "High Three," "High Four," "High Five," or maybe a "High Ten."

**ACT:** Let's look at some cards and count the number of dots on a card together. Then we can give each other a "high" sign with the number of fingers our card says.





[Display dot cards, one at a time, that offer appropriate challenge for children.

- Encourage children to count out loud as you point to each dot on the card you display. Do not count out loud unless children need your assistance.
- Ask children to say the last number counted. Remind children that the last number we count is the number of items in a group.
- Invite children to give a “High \_\_\_\_.”]

**EXPLAIN:** We listened to a story and made caterpillars with different numbers of pom-poms.

**ASK:** Who would like to show the caterpillars you made?

[Invite 2–3 children to share their pictures. Encourage each child to count the number of pom-poms in each caterpillar.]

**RECAP:** This week we’ve had fun counting and making groups. We know how to count a group of items.



### Scaffolding Tips

**Extra support** ■ As you hold up a dot card, check for understanding by looking to see if children are counting the dots. If not, slowly count the dots together as you point to each dot.

**Enrichment** ■ How would someone give a “High Twelve”? (with the help of a partner) Invite children to give a “High Twelve” with a partner.

### 123 Center Activity

Provide children with a board game to play. Many board games for preschool children help them learn how to count items. Examples of counting board games include *Hi Ho Cherry-O*®, *Chutes and Ladders*®, *Sorry*®, and *Count Your Chickens*®.



### Family Child Care

Ask “how many” throughout the day. “How many blocks are in your building?” “How many shoes are you wearing?” Encourage younger children to count smaller groups and older children to count larger groups.

WEEK

12

## Exploring Where We Live

Social  
Studies

DAY

5

3-5 YEARS

Large Group



## Skill and Goal

## Knowledge of physical environments

Children will strengthen their understanding of differences in home characteristics.



## Key Concepts

**Review:** Shape



## Materials Needed

Children's shoebox homes  
Paper—1 per child  
Drawing tools



## Also Promotes

Mathematics



## Optional Reading

*Houses and Homes* by Ann Morris

**BEGIN:** [There are two options for today's activity involving shoebox homes made by children in Week 11.

Option One: Discuss shapes (square, circle, triangle, rectangle) found in shoebox homes made by children. Encourage children to describe the shapes they find in their shoebox home. Invite children to draw shapes they find in their shoebox home on a piece of paper.

Option Two: Encourage children to draw a picture of their own shoebox home. Invite children to point to and describe the shapes in their drawings.]



## Scaffolding Tips

**Extra support** ■ Give children suggestions of characteristics to include in their drawings, if appropriate. Examples: "What kind of roof does your shoebox home have?" "What do each of the windows look like?"

**Enrichment** ■ Ask children to describe how their shoebox home is the same or different than the shoebox home made by another child. ■ Encourage children to count the number of shapes on their shoebox home.



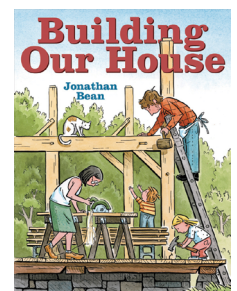
## Center Activity

Provide the book *Home* by Carson Ellis. Encourage children to find things in the pictures of homes that are similar to their own homes. (table, sofa, roof, windows, etc.)



## Family Child Care

Provide the book *Building Our House* by Jonathan Bean. After reading the book, school-age children may enjoy making a list of materials needed to build a house. If available, provide wood, hammers, nails, and goggles for children to use as they pretend to build a home. Younger children will enjoy looking at books about homes. Example: *Shapes at Home* by Scholastic, Inc.





## 3-5 YEARS

## Large Group



## Skill and Goal

**Motor development**

Children will understand the concept of physical exercise.



## Key Concepts

**New:** Exercise

**Review:** Muscles  
Heart



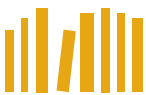
## Materials Needed

Movement song (see Be Prepared)

Music player or CD player

\*Picture of stethoscope (Enrichment tip)

\*Printables provided



## Optional Reading

*Get up and Go!* by Nancy Carlson

**Be Prepared:** Identify a movement song to use for this activity. Some options include CDs by Greg and Steve: *Ready...Set...Move!* (songs: "Ready, Set, Move" and "Jump Down, Turn Around"), *Kids in Motion* (songs: "Body Rock," "The Freeze," or "Animal Action"), or *We All Live Together*, Vol. 2 (songs: "Listen and Move" and "The Boogie Walk").

**BEGIN:** Yesterday we learned there are muscles in our bodies that make things move. We used our muscles to move parts of our body from our head to our toes. We moved our arms and legs and other things. Is our tongue a muscle? (yes) Is our heart a muscle? (yes)

**EXPLAIN:** Muscles are an important part of our body. We can help keep our muscles strong and healthy by exercising. **Exercise** means we move our body, or part of our body, for a certain number of times or certain amount of time. We can exercise our arm by moving it up and down 5, 10, or 15 times. We can exercise our legs by running for 1, 5, or 10 minutes.

[Remind children of exercise activities that may be done regularly in your classroom.]

Usually we breathe faster when we exercise. Our heart also works faster when we exercise. Remember, our heart is a muscle that pumps blood to different parts of our body.

**ACT:** Let's pay attention to how we breathe faster when we exercise. We know how to concentrate on our breathing. Let's all lie on the floor and put our hand on our stomach. We can feel our stomach move as we breathe.

[Provide a brief time for children to concentrate on their breathing.]

Now let's run in place to some music. Running in place means we stay in our personal space. We do not run around the classroom. Let's try to run as fast as we can without moving around the classroom. Running is a good way to exercise.

[Encourage children to run in place to music for several minutes.]

Please stop running and lie on the floor. Put your hand on your stomach so you can feel your stomach move as you breathe.

- ASK:**
- Are you breathing faster now? (faster than before you ran)
  - Do you think your heart is pumping faster now? Can you feel your heart pumping?
  - Why do you think the muscles that move our legs can stay strong or get stronger when we run?

**RECAP:** Exercise can help keep our muscles strong and healthy. Running is one way to exercise. What happened today to our bodies when we did a little running? (we breathed faster, our hearts pumped faster)

### Scaffolding Tips

**Extra support** ■ In the opening segment of today's activity, wave your arms and kick your legs as reminders of some of yesterday's motions. ■ If children have difficulty locating their heartbeat, help by placing their hand over their heart. ■ If children seem uncertain about how to pay attention to their breathing, briefly review key parts of Week 10, Day 1 activity (Self-Regulation) on helping children concentrate on their breathing.

**Enrichment** ■ Ask children whether they notice their heart beats faster when they run or play a sports game that involves a lot of physical movement.

■ Use the provided picture of a stethoscope to explain that doctors and nurses use this tool to listen to our heartbeat. Children are likely to be familiar with the tool but may not know its name. Invite children to repeat the word steth-o-scope. ■ Extend the idea that, when we exercise, we move our body, or part of our body, for a certain amount of time by asking children whether we get more exercise if we run for five minutes or if we run for one minute. ■ If time permits, invite children to listen to someone else's heart (by putting their ear near the other child's heart) before and after a brief period of running in place.



Michael/flickr.com/(CC BY-NC 2.0)

### Center Activity

Provide a movement CD for children to participate in exercise activities of your choice. If available, provide a stethoscope so children can hear the difference in their heartbeat before and after exercise.

### Family Child Care

Encourage children to participate in some exercises of your choice. Encourage children to feel their heartbeat and their breathing before and after exercising.