

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 divide our names into syllables (Days 2, 4)
- The name, sound, written form, and uses of the letter X (Days 2–5)

123

Mathematics

Counting Things

- How to sort items into groups and identify the group that has more (Day 1)
- How the amount of items in a group does not change when the items are moved (Day 2)
- How to make a group of a given number and compare with other groups (Day 3)
- How to compare groups of different amounts (Days 4–5)
- Identifying numerals 0, 1, 2, 3, and 4 (Days 1–5)

Self-
Regulation**Focusing & Remembering**

- How to follow requests by watching and remembering
- *Conducting an Orchestra* game (Day 1)
- *Orange Circle, Purple Circle* game (Day 2)

Social-
Emotional**Understanding Feelings**

- We may feel bored when we don't have anything we want to do or we are tired of what we are doing (Day 3)
- We can use our imagination to think of new or pretend things when we feel bored (Day 3)

Social
Studies**Exploring Where We Live**

- Our homes are located in a neighborhood (Day 4)
- Places we might find in a neighborhood (Day 5)



Science

Exploring Living Things

- How the coverings of animals protect their bodies and help animals do different things (Day 1)
- Naming different parts of animals' bodies and how animals use them (Day 2)
- How animals move in similar and different ways (Day 3)

Physical/
Health**Staying Healthy and Safe**

- We rest our bodies by taking a break from thinking and doing (Day 4)
- Ways to help our bodies take a rest (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 A.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter A 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 A card.]

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

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

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



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

One-to-One



Skill and Goal

Number knowledge

Children will individually demonstrate their understanding of one-to-one counting and the last number counted (cardinality).



Key Concepts

Review: Last number counted



Materials Needed

10 identical counters

Be Prepared: This is an **individual progress assessment** of children's understanding of one-to-one counting and cardinality.

One-to-one counting refers to saying one number name per item when counting. *Cardinality* is the technical term for *last number counted*; the final number that is counted indicates how many total items are in a set. See the Mathematics section of the *ELM User Guide: 3–5 Years* for descriptions of each skill. Cardinality is assessed by asking children to create groups of given numbers of counters. Performance is determined separately for one-to-one counting and cardinality. Details are provided at the end of the activity plan.

Begin the one-to-one assessment with 4–5 children today (Week 13, Day 1) and continue assessments with 4–5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

BEGIN: Today we are going to practice our counting. I have some circles for us to count.

[Place 10 counters in a row in front of the child.]

ACT: First let's count out a group of circles together. We'll make a group of three circles. Let's count them out loud together.

[Count out a group of three counters. As you place each counter in a separate group of three, say the corresponding number out loud. Encourage the child to count with you.]

1, 2, 3. We made a group of three circles.

EXPLAIN: Now it's your turn to make some groups on your own. I will tell you a number and I would like for you to make a group of that many circles.

ACT: *[Place 10 counters in front of the child.]*

Please count out two circles. Remember to count each circle out loud as you make your group.

[Encourage the child to count out loud. Do not comment on the accuracy of the answer. Record child's response on the provided form. Return counters used by the child to the group of 10.]

Please count out four circles. Remember to count each circle out loud as you make your group.

[Encourage the child to count out loud. Do not comment on the accuracy of the answer. Record child's response on the provided form. Return counters used by the child to the group of 10.]

You are working very hard.

Now please count out five circles. Don't forget to point to each one as you count!

[Do not comment on the accuracy of the answer. Record child's response on the provided form.]

RECAP: We counted out a group of circles together, and then you counted out some groups on your own. Counting is fun!

DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for one-to-one counting and once for producing the correct number of counters (cardinality). Record your designation for each child on the provided form. Options are as follows:

Got It One-to-one counting: Child says one number per item for each of the three groups counted.

Cardinality: Child creates a group of the correct amount of counters for each of the three requested groups.

Getting It One-to-one counting: Child says one number per item for one or two of the three groups counted.

Cardinality: Child creates a group of the correct amount of counters for one or two of the three requested groups.

Not Yet One-to-one counting: Child does not say one number per item for any of the groups counted or child skips items or says more than one number for an item for each of the counted groups.

Cardinality: Child does not create a group of the correct amount of counters for any of the three requested groups.

**FOLLOW-UP LEARNING SUPPORTS FOR UNDERSTANDING
ONE-TO-ONE COUNTING AND LAST NUMBER COUNTED (CARDINALITY)****Reinforce**

The following activities are designed to support children who display evidence of understanding one-to-one counting and cardinality (Assessment = Got It) and children who are developing understanding of these skills (Assessment = Getting It).

- Encourage children to try counting out larger groups of items (6–10) throughout the day. After they have counted, ask how many are in the group.
- After children count a group of 1–9 items, ask them how many they would have if you gave them one more. Then ask how many they would have if you took one away. Give (or take away) an item and invite children to check to see if their answers are correct.
- Encourage children to assist in counting out items for small group activities. Example: “We have five people in our group today. Will you please get a pencil for each of us?”
- Provide guided practice in one-to-one counting. The Week 8, Day 3 activity (animal spot cards and counters) is an appropriate option.
- The Week 3, Day 3 activity on forming groups of “cookies” is a good option for practicing counting out items from a larger group.
- Review the shape plate activity from Week 6, Day 1. Assist children in counting the group of shapes on their plate and in creating a matching group by counting.
- Creating equal groups is a good way for children to practice counting out groups of a certain amount. The Week 8, Day 4 dot card activity is an appropriate and engaging option for this.
- Assist children in forming groups of items. The Week 11, Day 4 is appropriate for this. You may also review this activity using blocks or other identical items.
- If most children would benefit from cardinality review, the large group activity from Week 12, Day 1 is an appropriate option. The craft stick activity from Week 12, Day 5 is another option for large group review.
- Give children groups of identical items (five or fewer) to count. Assist children in pointing to each item as they count, and remind them that each item gets one number.
- State how many items are in a group before counting them with the child. Example: “We have three cups here. Let’s count them! 1, 2, 3. There are three cups.”

Reintroduce

The following activities are designed for children who do not yet demonstrate an understanding of one-to-one counting or cardinality (Assessment = Not Yet).

- If children need support for understanding the concept of counting, begin with Week 1, Day 1. Reintroduce the purpose of counting. A reintroduction of Week 2, Day 1 may also help children understand the concept of counting.
- If children seem to understand the concept of counting, but seem uncertain about how to match one number to one item, begin with lessons in Week 7. In particular, Day 1 of Week 7 supports children's learning of one-to-one counting. Model counting by pointing to each item as you slowly count them. Encourage children to count with you and guide their hands to point to each item as you say the number names together.
- Week 2, Day 3 may be used to reintroduce children to counting out groups of items from a larger group.
- Reintroduce Week 11, Day 1 to help children understand the concept of "last number counted."
- Start with smaller groups of items (2–3) and work on mapping one number to each item. Remind children that each item is assigned only one number, and that every item gets its own number. Help children point to each item as they count. Once children display understanding of counting two items, work on groups of three.
- Encourage children to count small groups of items throughout the day. Help reinforce singular items (a group of one). Ask children how many of something they have. Examples: "How many books are you reading? Only one!" "We have a blue crayon and a red crayon. We have two crayons. Let's count them together. 1, 2. We have two crayons!"
- Reassess children's understanding of one-to-one counting and/or cardinality after they have been reintroduced to these skills.

SAMPLE PORTFOLIO ENTRIES

Got It

Children are learning that when we count, each item represents one number and the last number counted tells us how many there are. These are important skills for later math development. Today I assessed Micah's understanding of these concepts. Micah independently counted out groups of 2, 4, and 5 counters. We are offering activities to reinforce Micah's understanding of counting. We are also encouraging Micah to count groups of 6-10 items.

Getting It

Children in our classroom are learning that when we count, each item represents one number and the last number counted tells us "how many." These are important skills for later math development. I recently assessed Katie's progress in understanding counting by asking her to count out groups of 2, 4, and 5 counters. Katie demonstrated that she understands that we assign numbers when we count. She skipped over a few items when counting. When asked how many counters were in her group, Katie recounted the set. I am offering some follow-up learning opportunities to support Katie's emerging understanding of counting concepts.

Mixed Pattern (Got It, Getting It)

Children are learning that when we count, each item represents one number and the last number counted tells us "how many." These are important skills for later math development. We recently assessed children's ability to count out small groups of items. I put a group of counters on the table and asked Lupita to count out groups of 2, 4, and 5 counters. She counted out groups of two and four but had difficulty making a group of five. We are providing additional assistance to help Lupita understand that the last number counted tells us how many there are in the group. We are also offering activities to reinforce her understanding of assigning one number to each item.

Not Yet

Children in our classroom are learning that when we count, each item represents one number and the last number counted tells us "how many." These are important skills for later math development. I recently assessed Noah's progress in understanding these counting concepts. Noah was very attentive to the activity. He recited numbers up to five, but did not seem ready to match the numbers to the items or independently create small groups of items. I am offering follow-up opportunities to reintroduce Noah to these concepts and will assess his progress after he has had more time to learn about counting.

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will compare groups of different amounts of items. Children will also recognize the numerals 0 and 1.



Key Concepts

New: One
Zero

Review: Sort
More
Fewer



Materials Needed

3 black crayons

4 blue crayons

5 orange crayons

*Large numeral cards 0 and 1

*Printables provided



Optional Reading

Albert's Bigger Than Big Idea by Eleanor May

BEGIN: Today we are going to do some sorting. Remember, when we sort, we put things into different groups. Let's look at a group of crayons.

[Display a group of crayons that includes three black, four blue, and five orange.]

How can we sort our crayons? (by color, size, etc.)

Let's sort our crayons by color.

[Hold up each crayon, one at a time, as you encourage children to help you sort the crayons by color. Example: "What color is this crayon? What group should we put it in?"]

Each group has a different color of crayons.

How many groups of crayons are there? (three)

ACT: Now let's count how many crayons are in each group.

[Assemble the crayons in a row in each group so children can easily see each group and the number of crayons in each group. Touch each crayon as you encourage children to help you count the crayons in each group. Repeat the last number counted in each group.]

EXPLAIN: Our groups have different amounts of crayons. One of the groups has more crayons than the other groups. Remember, if a group has more, it has a larger or bigger amount of something.

ASK:

- Which group has more crayons than the other groups?
- How do we know?

EXPLAIN: Each of our other groups has fewer crayons than this group. Remember, when something has fewer, it has a smaller amount of something.

When we count the number of things in a group, we can see that sometimes our groups have different amounts.

Now let's talk about what some numbers look like. We see many numbers every day in our classroom.

[Hold up one finger.]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up one finger.



[Display large numeral one card. Point to the numeral and the dot when you describe each.]

This is what number one looks like.

The number **one** means there is one thing. There is one dot at the bottom of our card. This dot helps us remember that the number one means there is one thing.

There is a number that comes before number one. It is called zero. A **zero** means none. If I said, "Hold up zero fingers," we would not hold up any fingers.

[Display a large numeral zero card.]

This is the number zero. The number zero looks a lot like the letter "O." Zero is a number. "O" is a letter. Zero and the letter "O" are both made with one curved line.

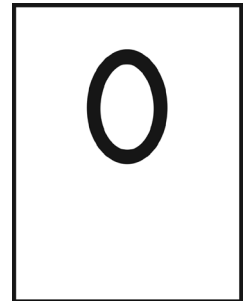
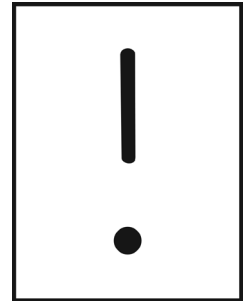
ASK: How does the number zero look different than the number one? (zero is curved, one is straight)

ACT: Let's hold up zero fingers!

RECAP: Today we sorted groups of crayons by color. The orange group had more crayons than the other groups.

[Display large numeral cards zero and one. Point to each numeral as you invite children to name each.]

Let's hold up one finger. Now let's hold up zero fingers!



Scaffolding Tips

Extra support ■ To help children better understand more and fewer, point out other things in the room. Examples: "Which tub has more toys?" "Do we have fewer cars or trucks?" ■ Invite children to compare quantities that are much different in magnitude and determine which has more and which has fewer (examples: one or seven, two or eight). ■ Display the numeral one and zero cards when you ask how the number zero looks different than the number one. ■ Offer the following rhyme to help children remember what numeral one looks like. Trace the numeral as you say it: "Number one is a line down from the sun."

Enrichment ■ Invite children to compare quantities that are close in size and determine which has more or which has fewer (examples: seven or eight, six or eight).

WEEK

13

DAY

1

Counting Things *continued*

123
Mathematics

123 Center Activity

Provide children with a basket of items to sort into two groups of their choosing. After children have sorted the items, ask which group has more items or which has fewer items.

Family Child Care

Encourage children to practice finding more and fewer items at snack time. Make a trail mix snack that contains three different types of snack items. Example: raisins, nuts, crackers. Give each child a handful of the snack and invite children to sort the items. After children have sorted the items, invite them to count the number of items in each group and determine which group has more and which group has fewer. Invite school-age children to arrange snack items by size: big, bigger, biggest.

Focusing & Remembering



Self-Regulation

3–5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

New: Orchestra
Conduct
Baton



Materials Needed

Classroom musical instruments—1 per child
Baton or stick

Be Prepared: If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 12, 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 *Sleeping, Sleeping, All the Children Are Sleeping* from Week 12, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a new game called *Conducting an Orchestra*. An **orchestra** is a group of people who play certain kinds of musical instruments together. When we **conduct** an orchestra, we lead it. So, the conductor of an orchestra leads a group of people playing certain kinds of musical instruments. The conductor usually uses a baton to lead the orchestra. A **baton** is like a stick.

[Display a baton or stick.]

ACT: [Give each child a musical instrument. Instruments may include drums, bells, triangles, rhythm sticks, etc. Provide children with a few moments to play their instruments.]

After children have had a few moments to play their instruments, tell children to please make their instrument quiet until the game begins.]

For this game, I will be the conductor and you will be the orchestra! When I wave the baton like this, we will play our instruments.

[Wave baton.]

What do you think we will need to do when I stop waving the baton? (stop playing the instruments) Watch as I show you how to play.

[Ask another adult to play an instrument for this demonstration. Wave the baton as the helper plays his/her instrument. Then stop waving the baton. The helper should stop playing the instrument.]

What should we do when the baton stops moving? (stop playing instrument)

Now let's try it together! Remember, it is very important to look at me and watch the baton carefully so we know when to play and when to stop.

[Wave the baton as children play the instruments. After a few seconds, stop the baton movements. Wait for children to stop playing before you begin waving again. Continue for several minutes as children practice stopping and starting while watching the baton.]

Now we are going to change the game a little. This time I will wave the baton slowly. We should play our instruments slowly when the baton is



moving slowly. We should play our instruments quickly when the baton is moving quickly. What do you think we should do when I stop waving the baton? (stop) Remember to watch the baton carefully so you know whether to play quickly or slowly or to stop. Let's try it!

[Wave the baton slowly as children begin to play the instruments slowly. After a few seconds, wave the baton quickly. Wait for children to begin playing quickly before you begin waving the baton slowly again. Continue as children practice playing quickly, slowly, and stopping while watching the baton actions.]

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

- What parts of our body did we use to focus during the game? (eyes)
- During the game we played instruments. What things changed during the game? (played instruments slowly and quickly)
- What would happen if we didn't watch carefully during the game? (we wouldn't know how to play our instruments or when to stop)



Scaffolding Tips

Extra support ■ If children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game. ■ If children seem unclear about the baton movements, use your arm in an expansive way to communicate the prompt.

Enrichment ■ Invite children to try another rule change for *Conducting an Orchestra*: Children will play instruments slowly when the baton moves quickly and then play instruments quickly when the baton moves slowly.



Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton fast or slow. Ensure the baton does not have a pointed or sharp tip. A soft stick-like item may be used as a baton.

WEEK

13

DAY

1

Focusing & Remembering *continued*



Family Child Care

As an extension of today's activity, invite children to make their own simple musical instrument in your setting or with their families. Examples: bowl with a wooden spoon, plastic container filled with paper clips, bells on a string. Encourage school-age children to take turns holding up two different toys for varying amounts of time as children use the toys as visual prompts to play and stop their instruments. Example: Hold up a doll for five seconds as children begin playing their instruments, and then hold up a car for five seconds as children stop playing their instruments. Younger children in your setting will enjoy making noise with rattles and other toys.

The *Conducting an Orchestra* game is described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.

Exploring Living Things



3-5 YEARS

Large Group



Skill and Goal

Knowledge of living things

Children will understand similarities and differences in animal coverings.



Key Concepts

New: Scales
Review: Characteristic
 Compare
 Similar
 Different



Materials Needed

*5 pictures as shown

*Printables provided

BEGIN: We are learning about living things. We know that living things eat, breathe, grow, and make others like themselves. This week we will talk about some animals.

ASK: Who has a pet at home?

[Encourage children to describe their pets. Offer follow-up prompts, if necessary: "Who has a dog?" "Does anyone have a pet snake?" "Does anyone have a pet bird?" "Tell us about it!"]

EXPLAIN: Animals can have many different characteristics. Remember, a characteristic is something special about a living thing or a thing that is not living.

Today we will talk about what covers the bodies of some different animals.

Our bodies are covered with skin. Our skin protects our body in many ways. It keeps us warm and helps protect the inside of our body from germs and dirt. Skin also helps us to feel things. That's why we take good care of our skin by making sure it is clean and is protected from the sun.

[Display picture of a bear.]

Some animals have fur covering their bodies. This bear has fur all over its body. Fur helps an animal keep warm and protects an animal from the rain.



Andrew Nicholson/flickr.com/(CC BY-NC 2.0)

ASK: What do we use to help keep us warm and protect us from the rain? (coats, clothing)

EXPLAIN: Most animals do not wear clothing. Fur keeps them warm and dry. Fur is a characteristic of some animals.

[Display picture of two parrots.]

ASK: What is covering the bodies of these birds? (feathers)

EXPLAIN: Some animals have feathers covering their bodies. A bird's feathers help keep it warm and protect it from the rain. Feathers also help birds to fly.

ASK: Can we fly like birds? (No. We don't have feathers covering our body!)



Steve Wilson/flickr.com/(CC BY 2.0)



EXPLAIN: Some animals have scales covering their bodies. **Scales** are thin, flat, hard pieces of skin. Let's look at a picture of a fish and a picture of a snake. Both of these animals have scales covering their bodies.

[Display pictures of a fish and a snake.]

Scales protect some animals by keeping their bodies safe from danger. Scales on a snake help it to move over rough or hot rocks and sand. Scales on a fish help it to swim smoothly through the water. Many different kinds of animals have scales. Let's take a closer look at scales.

[Display a close-up picture of the scales of a fish.]

ASK: What do the scales in our picture look like? (hard, smooth, curved, etc.)

EXPLAIN: Scales are a characteristic of some animals.

Let's compare the three types of animal coverings we've discussed. We can compare by describing how the animals are similar and different. Remember, when things are similar, they may be like each other, but not the same. When things are different, they are not the same.

[Display pictures of a bear, parrots, and fish.]

- Fur, feathers, and scales do similar things for animals. What do they do? (they help protect animals)
- Fur, feathers, and scales also do different things. What do they do that is different? (feathers help birds to fly, scales help a fish to swim, etc.)

RECAP: Today we learned that fur, feathers, and scales are characteristics of some animals that help protect their bodies. These different coverings also help animals do different things like fly and swim.



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



Natalie McNear/flickr/(CC BY-NC 2.0)



Scaffolding Tips

Extra support ■ Explain that fur, feathers, and scales can be different colors. As an example, children may be familiar with dogs that have different colors of fur. ■ As children describe the picture of scales, help with vocabulary if necessary.

Enrichment ■ Ask children to think of other animals that have fur, feathers, and/or scales.

WEEK

13

DAY

1

Exploring Living Things *continued*



Science



Center Activity

Fill a tub or sensory table with water. Provide a variety of toy animals and place them in the water. Encourage children to play with and sort the animals based on their characteristics.



Family Child Care

Take children outside to look for animals. Talk about the animals' coverings. Invite children to draw a picture of an animal and then tell the other children what covers the body of the animal.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will understand the concept of a syllable. Children also will identify and name the letter X.



Key Concepts

New: Divide
Syllable



Materials Needed

- Name cards (see Be Prepared)
- *Letter X card
- *Things That Make Us Feel Better poster (Social-Emotional Week 11, Day 3)
- Chart paper
- Marker
- Children's name cards
- List of children's first names for display to children
- *Printables provided

Be Prepared: Prepare for each child a card with his/her first name divided into spoken syllables with dots (see example). If a child has only one syllable in his/her name, his/her card will not have a dot. Also prepare two name cards for demonstration purposes, using a two-syllable name of a classroom pet or a character known to the children on both cards. On one demonstration card print the name divided by spoken syllables; on another demonstration card print the name without syllable designations.

BEGIN: We are learning a lot about words! We know that words have letters, words can rhyme, and we can put two words together to make a new word. Today we are going to learn another thing about words!

EXPLAIN: [Display demonstration card with name not divided into syllables. Point to the name as you read it.]



Daisy

This is a name. A name is a word. This name is _____. Let's listen to the name again as I say it slowly.

[Say the name again as you speak slowly while dividing it and emphasizing syllables. Example: "This name is Dai-sy."]

The second time I said the name, I divided the name into two parts. The word **divide** means to separate or break up something into smaller parts. I broke up the name "Dai-sy" into its parts. Let's listen again.

[Say the name again as you speak slowly while dividing it and emphasizing syllables. Pause slightly between the syllables. Clap once for each syllable.]

This is what the name looks like when it is divided into parts.

[Display demonstration card with name divided into syllables. Point to each syllable on the card as you say the name slowly.]



Dai·sy

Let's clap for each part as we say the name slowly.

[Lead children in saying the name slowly and clapping for each syllable.]

Each part of a word is called a **syllable**. Let's together say the word syllable: syl-la-ble. All words have syllables. Some words have one syllable. The name Sam has one syllable. Other words have more syllables.



ACT: Today we are going to say each of our names and clap for each syllable in our name.

Let's look at the first name.

[Select a two-syllable first name. Display the child's two-syllable name card for all children to see.]

Whose name is this? This is (child)'s name. I am going to say the name by dividing it into its parts, into syllables. Remember, when we divide something we break it into parts. Let's use our listening ears so we can pay close attention to what we hear.

[Say the name again as you speak slowly and divide it into syllables. Clap once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.]

Now let's clap together as we say the name slowly and divide it into syllables.

[Lead children in saying the name slowly and clapping for each syllable. Again, ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap. Then say the name as you point to each syllable on the card.]

Let's try another name.

[Select a one-syllable first name, if available, or another two-syllable first name. Continue with one name at a time, using three- and four-syllable names later in the process. Use all names.]

For each name, begin by displaying the name card and saying the name slowly as you divide it into syllables. Then slowly say the name again as you demonstrate clapping once for each syllable. After you have clapped the syllables in the name, encourage children to say the name with you as you clap the syllables together. Remember to use slow and deliberate claps to help children understand that each syllable gets one clap.]

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

[Display letter X card.]

ASK: Does anyone know the name of this letter?

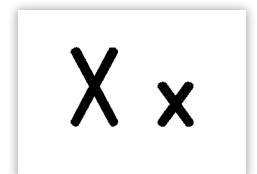
ACT: This is the letter X. We can write the letter X in two ways. We can write the letter X like this.

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

This is an uppercase X.

We can also write the letter X like this.

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





This is a lowercase x.

There is an animal on our Things That Make Us Feel Better poster that has an X in its name.

[Display Things That Make Us Feel Better poster.]

What is this animal? It is a fox! The fox on our poster shows us things to do to make us feel better when we are sad.

The word "fox" ends with the letter x. The letter X is most often found at the end of words instead of at the beginning of words. I will write this word on our chart. I am going to write the word "fox" with a lowercase (small letter) x.

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

Let's all say the word "fox."

[Invite a volunteer child to point to the letter x in the word "fox."]

Let's look at the letters in our name. Pop up if you have the letter X anywhere in your name. The letter X might be at the beginning of your name or at the end of your name or maybe somewhere else in your name.

[Encourage children to look at their name cards. Say the names of children who have an X in their name. If there are children whose name includes the letter X who do not stand, point to the letter X in their name card. Compare the letter X in their name as you hold the letter X card next to their name card.]

If no one in the group has a first name with the letter X, say "No one popped up because no one has a name that has the letter X. There are not many names that have the letter X." Encourage children to look at the displayed list of children's first names. Point to some names. Explain that no one's name has the letter X.]

RECAP: Today we learned something new about words. A word has one or more parts. What are the parts called? (syllables) Some words have one syllable. Other words have two or three or more syllables.

We also learned about the letter X. What is a word that ends with the letter x? (fox)





Scaffolding Tips

Extra support ■ Explain that sometimes we clap because we like something or we want to thank someone. And sometimes we clap to help us learn something. We clap to learn counting. Now we're clapping to learn about syllables. ■ Draw attention to one clap for each syllable by spreading your arms out wide between each clap. ■ If children have difficulty clapping for each syllable, lightly beat a drum as you break the word into syllables.

Enrichment ■ After saying the name slowly as you divide it into syllables and clapping for each syllable, ask children if they know the number of syllables in the word. ■ Share with children that a common word that begins with the letter X is X-ray.



Center Activity

Provide *animal syllable cards. Encourage children to choose a card and clap the syllables in the name of the pictured animal. Ask children to say the animal name as they clap the syllables in the name.



shark

Vic DeLeon/flickr/(CC BY-NC-ND 2.0)


star·fish



la·dy·bug

Zlva & Amir/flickr/(CC BY-NC-ND 2.0)


cat



tur·tle

*Printables provided



Family Child Care

Invite all children to clap family pet names. If children do not have a family pet, ask them to think of a name for a pet. Example: "Veronica, your dog's name is Fluffy. Let's clap the syllables in Fluffy's name."

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will understand that changing the position of items in a group does not change the amount of items in a group. Children will also recognize the numeral two.



Key Concepts

New: Two

Review: Same
Equal
Compare



Materials Needed

20 identical counters

*Large numeral cards 0, 1, and 2

2 identical blocks (same color, shape, size)

*Printables provided



Optional Reading

Over in the Meadow by
Olive A. Wadsworth

BEGIN: Today we are going to look at some groups of circles (counters). I am going to lay the circles in a straight line on the table. After I put the circles on the table, please tell us how many circles we have.

ACT: [*Place a set of five identical counters in a line on the table.*]

How many circles are there? How do we know?

Now let's move the circles around.

[*Put counters in a different configuration, such as a circle, two lines (two on top, three on bottom), etc.*]

How many circles are there? How do we know?

Was there a different amount after we moved the circles?

A group of items will have the same amount even if we move the items around.

Let's try it with our group of children. First, let's count how many children are in our group today.

- [*Lead children in counting how many are present, touching each child as you count. When you finish say, "There are ___ children in our group today."*]
- [*Then arrange children in a straight line.*]
- [*Count each child, touching each child as you count in the straight line. Repeat the final number.*]
- [*Explain that the number of children is the same.*]

Now let's look at two groups of circles.

[*Place a group of three counters in a line on the table. Next to this group, place a second group of three counters in a triangle shape.*]

ASK: Here is one group of circles (point to first group). Here is a second group of circles (point to second group).

- How many circles are in the first group? (three) How do we know?
- How many circles are in the second group? (three) How do we know?

EXPLAIN: Both groups have three circles. Neither group has more. They each have the same amount. Remember, when groups have the same amount, they are equal.

ACT: *[Repeat this activity with two groups of the same amount arranged differently. Each time you move the counters, place them in a different configuration. They can be in a triangle, two lines, etc. Use the terms “same” and “equal” frequently as you compare the groups.]*

EXPLAIN: Now let’s talk about numbers we know. Yesterday we learned what numbers zero and one look like.

[Display large numeral cards “zero” and “one.”]

- ASK:**
- How many fingers do we hold up for zero? (We don’t hold up any fingers!)
 - How many fingers do we hold up for one?
[Hold up two fingers.]
 - How many fingers am I holding up?

EXPLAIN: I am holding up two fingers. Let’s count them together.

[Point to each finger as you encourage children to count with you.]

Number two looks like this.

[Hold up a large numeral two card.]

The number **two** means there are two of something. Let’s count the dots on the number card.

[Point to each dot on the numeral card as you count. Encourage children to count with you.]

The number two means there are two things! Please hold up two fingers. Let’s count them together.

[Display a group of two identical blocks and invite children to count with you as you point to each block.]

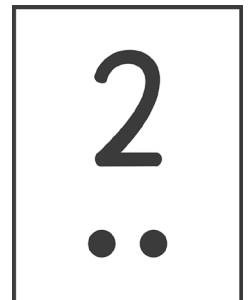
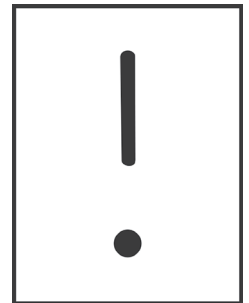
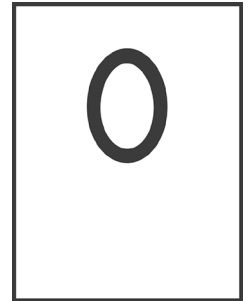
ASK: How many blocks are in our group? (two)

[Display a large numeral one card next to a large numeral two card.]

EXPLAIN: Let’s compare the number one to the number two. Remember, when we compare things, we look for ways they are similar or different.

- ASK:**
- How is the number one similar to the number two? (both have a straight line)
 - How is the number one different from the number two? (number two has a curved line)

RECAP: Today we learned that we do not change the amount of items in a group when we move the items. We also learned what the number two looks like.





Scaffolding Tips

Extra support ■ In the opening segment, offer several different configurations of the counters (one configuration at a time) if children seem unclear that changing the position of items in a group does not change the number of items. ■ Point to and count out loud the number of counters before and (again) after you change the configuration to help children understand the number of counters remains the same. Repeat the final number each time you count.

Enrichment ■ Invite children to make two equal groups that are configured differently.

123 Center Activity

Provide children with counters and *small dot cards for numerals 1–10. Invite children to make a group of counters that matches the number of dots on each card.

*Printables provided



Family Child Care

Invite children to compare groups using outdoor toys. Line up toys (balls, chalk, shovels, etc.) in two lines. Invite school-age children to move items out of the line. Encourage younger children to determine which group has more toys. Try the activity again and encourage younger children to determine which group has fewer toys. You may also wish to strengthen children's understanding of "equal" by encouraging school-age children to move out the same number of toys from each group. Remind children that "equal" means they are the same.

3–5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

Review: Focus



Materials Needed

Orange circle and purple circle cut from construction paper
Blue circle and yellow circle cut from construction paper (see Enrichment tip)

Be Prepared: If time permits, offer *Conducting an Orchestra* from Week 13, 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 *Conducting an Orchestra* from Week 13, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before. We will play *Orange Circle, Purple Circle*. This game helps us learn how to focus our attention on what we are expected to do. We know that when we focus on something, we concentrate on it.

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

Let's clap when we see the orange circle and stop clapping when we see the purple circle. Let's practice.

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



We know how to change the game and do different movements for each colored circle.

Let's try clapping when we see the purple circle, and stomping when we see the orange circle. We will stop when I put both circles behind my back.

[*Hold up the purple circle for a few seconds and encourage children to clap their hands. Then hold up the orange circle and encourage children to stomp. Do this several times. If children readily follow the changes, vary the timing of holding up the action circle. Example: hold up orange circle for 10 seconds, then hold it up for five seconds, etc.*]

What did we do when I put both circles behind my back? (stopped)

We just clapped when we saw the purple circle and we stomped when we saw the orange circle.

Let's play our game one more time. This time we are going to change the rules of the game. We will clap when we see the orange circle and stomp when we see the purple circle.

- What do we do when we see the purple circle? (stomp)



- What do we do when we see the orange circle? (clap)
- What do we do when I put both circles behind my back? (stop)

Let's practice!

[Continue playing the game as you hold up the orange circle and purple circle. Be sure to clearly say, "Orange Circle!" and "Purple Circle!" when you hold up the circles for all to see. Hold up each one for several seconds. Then put both circles behind your back.]

RECAP: Today we played *Orange Circle, Purple Circle* again. We paid close attention to what we were expected to do and remembered new rules.

- How did we know what to do during the games? (looked at circles)
- Why did we need to pay close attention? (because the circle colors changed)
- Was it difficult to focus on the changing circles?



Scaffolding Tips

Extra support ■ Omit one or more of the changes in game rules if children seem overly challenged by the changes. ■ If children need an additional visual reminder of the action to be completed, perform the action as you change the circles. Example: When holding up the orange circle, clap your hands also.

Enrichment ■ If children easily grasp the rule changes for the game, hold up each circle for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle, Purple Circle*: Stomp for purple, clap for orange, tap knees for blue, and tap nose for yellow. Children will stop when circles are placed behind your back.



Center Activity

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



Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

3–5 YEARS

Large Group



Skill and Goal

Knowledge of living things

Children will understand similarities and differences in parts of animals' bodies.



Key Concepts

Review: Record



Materials Needed

Chart paper

Marker

*5 pictures as shown

*Printables provided



Optional Reading

Who Has This Tail? by
Laura Hulbert

Be Prepared: Discuss three or four of the activity plan's five animals if time is limited. The last segment of the activity (comparing characteristics) is important.

BEGIN: We are learning how animals can be similar and different. Yesterday we learned about fur, feathers, and scales. Today we will talk about some other parts of animals' bodies.

- ASK:**
- What are some other parts of our bodies? (nose, hand, foot, etc.)
 - What do these parts of our body help us do? (to smell, to hold things, to walk, etc.)

ACT: We are going to look at pictures of different animals and talk about parts of their bodies. I will record what we discuss on this chart. Remember, when we record something we write it down.

[Display chart paper.]

I will write "Parts of Animals' Bodies" at the top of our chart. I will write on our chart the names of the parts we discuss.

[Display one at a time the pictures of parrots, turtles, tiger, shark, and monkeys. Use the following format for each picture:]

- This is a picture of _____.
- What parts of the _____'s body/bodies do you see in this picture?

[Invite child(ren) to point to the part of the body identified in the picture. Restate the name of each part as you write it on the chart.]

EXPLAIN: We have listed many parts of animals' bodies. I am going to say and point to each name of a body part on our chart.

[Read again and point to each body part listed.]

Now let's talk about how the animals use some parts of their body.



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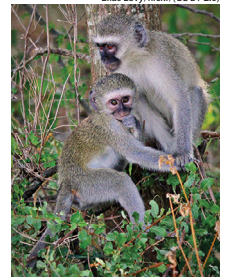
Tambako The Jaguar/flickr/CC BY-ND 2.0



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



Elias Levy/flickr/CC BY 2.0



Sias van Schalkwyk/RGBstock

Exploring Living Things *continued*



Science

ACT: *[Read and discuss one part at a time. Example: "This word says 'wings.' How might an animal use wings?" Point to the part in one or more animal pictures when you describe each part. Discuss as many parts of animals' bodies as time permits.]*

EXPLAIN: We are learning how animals can be similar and different. Let's think about the five animals and the parts of their bodies we talked about today.

[Display photos of five animals. Focus discussion on parts of bodies written on the chart and the five animals considered today.]

- ASK:**
- What parts of a body do all of the animals have? (eyes, tails, mouths, etc.)
 - What parts of a body do only some of the animals have? (turtle has a hard shell, shark has fins, parrot has wings, etc.)

RECAP: Today we looked at pictures of five different animals and named some of the parts of their bodies. We also talked about how animals use different parts of their bodies. Do all animals have the same parts? (no)



Scaffolding Tips

Extra support ■ In the opening segment, children may benefit from a reminder of parts of our bodies used for each of our five senses (Weeks 3 and 4).

Enrichment ■ Encourage children to name other animals that have some of the same parts written on the chart.



Center Activity

Arrange to have a class pet for a couple of weeks, if you do not already have one (if available). Fish, guinea pigs, birds, and rabbits are all good choices. Encourage children to visit the animal during center time and talk about its characteristics.



Family Child Care

Gather as many stuffed animals as possible. When you call out a part of a body, encourage children to find a stuffed animal with that body part.

Understanding Words



Language/
Literacy

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 X.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter X 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 X card.]

What is the name of this letter?

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

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

X x

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

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

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

Understanding Words *continued*



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

3-5 YEARS

Large/Small Group



Skill and Goal

Number knowledge

Children will form a group of a specified quantity and compare the quantity to a different group. Children also will recognize the numeral three.



Key Concepts

New: Three
Review: Equal
 More
 Two



Materials Needed

Basket of 10 play food items

*Small dot cards 4-10

*Large numeral cards 2 and 3

3 identical blocks (Extra Support tip)

*Printables provided

BEGIN: Let's pretend we are shopping at a grocery store. We will use our dot cards to determine how many items each of us can buy.

EXPLAIN: [Place dot cards face down on the table so the dots cannot be seen.]

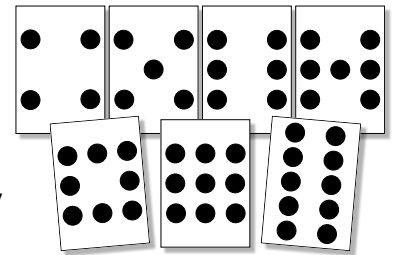
First we will choose a dot card. Then we will turn over our card and count the number of dots.

[Choose one dot card. Turn over the card and count the dots as you point to each.]

Now we will choose the same number of food items from the basket.

[Count out the same number of play food items from the basket and place them next to the dot card.]

We have ___ food items. This is the same as ___ dots on our card. The number of food items and the number of dots on our card are equal. Remember, when groups have the same amount, they are equal.



Now another person will choose a dot card, count the dots, and then count the same number of play food items from the basket.

ACT: [Invite a volunteer child to choose a card, count the number of dots, and then select and count the same number of play food items.]

Let's decide which group has more food items. We know that if a group has more, it has a larger or bigger amount of something.

[Place both groups of food items separately on a table so children can see each group. Ask children to tell which group has more items. How do we know? Return the play food items to the basket. As time permits, continue the activity with pairs of children (with each child picking a card, counting the dots, and forming a group of food items). Encourage children who are unable to take a turn to do this activity in today's math center.]



EXPLAIN: Yesterday we learned what number two looks like.

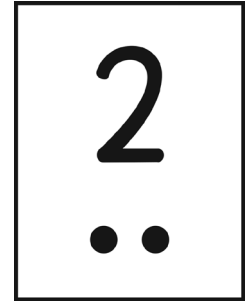
[Display a large numeral two card.]

Number two means that there are two of something.

ASK: • How many fingers do we hold up to show two? Let's hold up two fingers!

[Hold up three fingers.]

• How many fingers am I holding up?



EXPLAIN: I am holding up three fingers. Let's count them together.

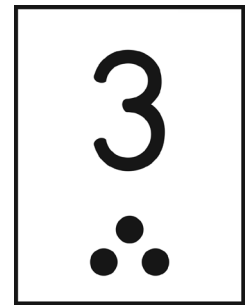
[Point to each finger as you encourage children to count with you.]

Number three looks like this.

[Hold up a large numeral three card.]

The number **three** means there are three of something. Let's count the dots on the number card.

[Point to each dot on the numeral card as you count. Encourage children to count with you.]



The number three means there are three things! Please hold up three fingers. Let's count them together.

[Display a large numeral two card next to a large numeral three card.]

Let's compare the number two to the number three.

ASK: • How is the number two similar to the number three? (both have curved lines)
• How is the number two different from the number three? (only number two has a straight line)

RECAP: Today we pretended to go grocery shopping. We each chose a card that told us how many grocery items we could pretend to buy. Then we compared our group of food items to another child's group of food items to see which group had more items. We also learned what the number three looks like.



Scaffolding Tips

Extra support ■ Use cards with fewer dots if you anticipate many children will have difficulty engaging in the counting and comparison tasks with larger quantities. ■ Display a group of three identical blocks and invite children to count with you as you point to each block. Ask how many blocks are in the group.

Enrichment ■ As an alternative to asking which group has more food items, ask which group has fewer items. ■ Encourage children to determine which group has more (or fewer) just by looking at the dot cards. Encourage children to explain how they know.

123 Center Activity

Provide *small dot cards for numerals 4–8 and play food items used during today’s activity. Encourage children to choose items that match the number of dots on the dot cards chosen and compare amounts in each group.

*Printables provided



Family Child Care

Invite school-age children to help make a snack while using one-to-one correspondence. Provide food items for a sandwich made from crackers and encourage children to make a given number of snacks. Example: Each snack will require two crackers, one slice of cheese, and a piece of deli meat. Ensure children count out items as they make each snack.

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel bored.



Key Concepts

New: Bored
Imagination



Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Paper

Craft roll

Toy car

Cup

Block



Also Promotes

Self-Regulation

*Printables provided

BEGIN: Have you ever felt bored? Tell us about it.

ACT: I am going to read the page in our book *The Way I Feel* that tells us about being bored.

EXPLAIN: The boy in the book is bored because it's raining outside and he can't go out and play. We may feel **bored** when we do not have anything we want to do or when we are tired of what we are doing.

[*Display book pages on feeling bored.*]

ASK: What do you notice about the boy's face and body? (not smiling, frowning, looking out the window at the rain, curled up on the chair)

ACT: Let's take a look at our poster and see if we can find a child who looks bored.

[*Invite children to point out on the poster which child looks bored. Discuss facial features and body postures that children associate with being bored.*]

EXPLAIN: It is not fun to feel bored. One thing we can do when we feel bored is use our imagination to think of something fun to do.

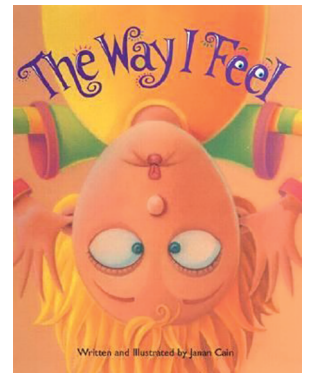
ASK: What do you think it means to use our imagination?

EXPLAIN: We can think of new or pretend things when we use our **imagination**. We can pretend to be whatever we want! I could pretend I am a princess/prince. We can also use things in our classroom or in our home and pretend they are different things. We could make a blanket fort and pretend it is our castle.

ASK: How could we use our imagination if we were bored and wanted something to do?

ACT: [*Display paper, craft roll, toy car, cup, and block.*]

I have one piece of paper, a toy car, a block, a cup, and a craft roll.





Do these items look very fun?

We could get bored if this was all we had to play with. But we will not get bored if we use our imagination! Let's use our imagination to think of things we could do with all five of these things. We can pretend each of these things is something different and fun!

We could fold the piece of paper and pretend it is a road. Then we could pretend to drive the car on the road. The block could be a big rock in the road, and the cup could be a mountain next to the road. We could use the craft roll as a tree!

[Demonstrate as you fold the paper into a narrow strip and place the block on the paper and the cup next to the paper. Pretend to drive the car down the road while jumping over the rock and driving by the tree.]



What are some other ways we could pretend these things are something else?

[Encourage children to think of things they could do with the five items. Invite volunteer children to demonstrate their ideas. Example: A child imagines the items as items to purchase at a store. He/she demonstrates the idea by pretending to drive the car to the store and then names what each item is as he/she pretends to purchase it.]

RECAP: Today we learned what it means to be bored. Let's all of us show what bored can look like. What can we use if we are bored? (our imagination)



Scaffolding Tips

Extra support ■ If children have difficulty thinking of things to do with each item, give suggestions if absolutely necessary. ■ Remind children that when we pretend, we make believe we are a different person or we make believe a toy we are playing with is something different (introduced in Week 1, Day 2).

Enrichment ■ Name an item and ask children to think of what they could do with it if they were bored. Example: "What could we do with an empty cereal box?" (make a home for a stuffed animal, make a parking garage for cars, make a musical instrument, etc.)



Center Activity

Provide a blanket and several chairs. Encourage children to use their imagination to put the blanket and chairs to use.

WEEK
13

DAY
3

Understanding Feelings *continued*



Family Child Care

Pair an older child with a younger child and encourage them to think of things to do with several items. Encourage both children to use their imaginations. Invite pairs of children to share their ideas.

WEEK
13

DAY
3

Exploring Living Things



3-5 YEARS

Large Group



Skill and Goal

Knowledge of living things

Children will understand similarities and differences in how animals move.



Key Concepts

New: Move



Materials Needed

*4 pictures as shown

*Printables provided



Optional Reading

From Head to Toe by Eric Carle

BEGIN: We are learning how animals are similar and different. Today we will talk about how animals move. When we **move** we go from one place to another place.

ASK: What are some of the ways we can move our body? (walk, run, swim, climb, skip, crawl, jump)

EXPLAIN: Some animals can move their bodies the same ways people can move their bodies.

ACT: [*Display pictures of each animal. State the animal's name as you show its picture.*]



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



Elias Levy/flickr.com/(CC BY 2.0)

We have pictures of four different animals. Let's think about the different ways each of these animals can move.

- Which of the four animals can move by walking? (parrot, turtle, tiger)

[*Discuss each animal and how it can move by walking.*]

- Which of the four animals can move by running? (tiger)

[*Discuss the tiger and how it can move by running.*]

- Which of the four animals can move by swimming? (turtle, shark, tiger)

[*Discuss each animal and how it can move by swimming.*]

- Do these animals move in more than one way? (a turtle can walk and swim; a tiger can run, swim, and walk; a parrot can walk and fly)

- Which animal can move in only one way? (shark)

Let's move around like the animals we discussed.

[*Invite children to stand in a large open area or outside. Hold up one of the four pictured animals and encourage children to move like the pictured animal. If time permits, encourage children to move in each of the ways the animal can move.*]



RECAP: Animals move in different ways. Today we compared the ways some animals move. We even moved like animals. What was your favorite way to move like an animal?



Scaffolding Tips

Extra support ■ Demonstrate (pretend) swimming when introducing the three types of movements discussed today. ■ Review some parts of animals' bodies for children who are learning the names of body parts. ■ Children may not know how some of the pictured animals can move. Point to and name the pertinent part of an animal and ask how this part might help the animal move. Example: "Look at the long legs of the tiger. What would these long legs help a tiger do?" (run, swim, walk)

Enrichment ■ Encourage children to look at the feet of the animals in the pictures. How are they the same and different?



Center Activity

Provide several nonfiction books about the class pet (or another animal if you do not have a class pet). Keep the books in the area near the pet. Encourage children to look at the books to learn more about the pet.



Family Child Care

Play animal charades with children seated in a large circle. One child in the center of the circle imitates the way an animal moves without telling the other children which animal he/she is pretending to be. If children are unable to guess, additional clues could be given, such as the sound the animal makes, what it eats, its color or body covering. The child who guesses correctly trades places with the child in the center.



3–5 YEARS

Large Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their understanding of syllables. Children also will understand the name and sound of the letter X.



Key Concepts

Review: Divide
Syllable



Materials Needed

- Demonstration name cards used on Day 2
- Name cards used on Day 2
- *Letter X card
- Chart from Day 2
- *4 letter X picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names
- *Printables provided

Be Prepared: Each week that introduces a letter offers four picture cards on Day 4. The picture cards show different items that begin with the week's target letter. This week's picture cards end with the target letter X. Select two of the four cards for inclusion in the activity. Pictures of items that are likely to be familiar to some or many children in your group are best. You may wish to use the other two cards as Extra Support (see Scaffolding Tips).

BEGIN: On Day 2 we learned that words can be divided into parts. Remember, when we divide something we break it into smaller parts. What do we call each part of a word? (a syllable) We know that some words (names) have only one syllable. Other words have more syllables.

ASK: What words did we divide into syllables on Day 2? (our names)

EXPLAIN: Today we are going to divide our names into syllables again by clapping.

ACT: [Display the card with the two-syllable name of a familiar pet or character used on Day 2. Use the name that is divided into syllables.]

Remember, the name written on this card is _____. Let's clap once for each syllable in _____.

[Lead children in clapping once for each syllable.]

Now we will practice clapping syllables for our own names.

[Call on each child, one at a time, to read his/her name card. Say the name again as you speak slowly and divide it into syllables. Lead children in clapping once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.]

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

[Display letter X card.]

If a child(ren) whose name includes the letter X 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 X when you say the name.

Invite the child to show his/her name card so all children can see it. Encourage the child to point to the letter x in his/her name. Explain the location of the letter (beginning, end, or middle part of name).]

ASK: What is our word that ends with the letter X? (fox)

ACT: The letter X says /ks/, just like at the end of the word "fox." /ks/, /ks/, fox. Let's say that together: /ks/, /ks/, fox.



I have two pictures of things that end with the letter x. Remember, the letter X is most often found at the end of words, instead of at the beginning of words.



[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 box. The letter x is at the end of the word." Repeat this procedure with a second picture card.]

Let's think of some other words that end with the letter X and write them on our chart. Remember, the letter X says /ks/, /ks/.

[Help children by suggesting other words that end with x. Examples: wax, relax, mix, fix.]

Invite one or more volunteer children to find the letter x 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 X on your chart paper.]

We use two lines to make an uppercase X. The lines cross each other like this.

[Give each child his/her letter journal.]

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

RECAP: Today we clapped the syllables in our names again.

We also learned that the letter X says /ks/, just like at the end of the word "fox." We made the uppercase (big) letter X in our letter journal. Let's say together the sound the letter X makes (/ks/).



Scaffolding Tips

Extra support ■ If children have difficulty clapping for each syllable, encourage children to lightly tap their knees as you break the word into syllables. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite children to clap the syllables in 2–3 X words listed on the letter X chart.

■ Some children may be interested in your demonstrating and describing how to make a lowercase x. Example: “We also use two lines to make a lowercase x. The lines cross each other like this. A lowercase x looks like an uppercase X, but it is smaller.”



Center Activity

Provide children with name cards used in today’s activity. Encourage children to say each name as they clap each syllable.



Family Child Care

Prepare a lunch or snack with items that have varying numbers of syllables. Examples: cracker, cheese, pretzels, celery. Encourage children to clap the syllables in the name of each item. Example: “Let’s clap the syllables in the word cracker.” Invite school-age children to prepare a written menu that includes foods with different numbers of syllables. Encourage children to write menu items with different numbers of syllables on each page. For example, write menu items with one syllable on page one, write menu items with two syllables on page two, etc. Invite children to draw pictures of each item if they wish.

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will compare groups of different amounts. Children will also recognize the numeral four.



Key Concepts

New: Four

Review: Equal
Divide
Three
Fewer

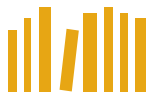


Materials Needed

*Large numeral cards 2, 3, and 4

4 identical blocks (Extra Support tip)

*Printables provided



Optional Reading

Counting Crocodiles
by Judy Sierra

BEGIN: We are learning how to compare groups. We know that groups are equal when they have the same number of items. Let's use both of our hands and hold up two groups of fingers that are the same.

[Lead children in holding up two groups of two fingers and then two groups of four fingers. Use the words "same" and "equal" to describe the groups.]

EXPLAIN: Today we will practice comparing groups by dividing children in our classroom into two groups. We know that divide means to separate or break up something into smaller parts.

ACT: [Arrange two groups of children so that they are sitting in two lines parallel to each other.]

How many groups do we have? (two)

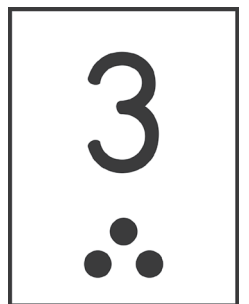
I am going to tap some children on the shoulder. If I tap you on the shoulder, please quietly stand up. When I have finished tapping some children on the shoulder, we can decide which group has more children standing. Let's practice first.

- [Gently tap two children in one group, and five children in the second group.]
- Ask: "Which group has more children standing? How do we know?" Invite children who are standing to sit down.
- After this practice, ask children to close their eyes as you quietly tap some more children to stand. After you have tapped a different number of children in each group, ask children to open their eyes.
- Ask: "How many children are standing in each group?"
- Ask: "Which group has fewer children standing? How do we know?" Remind children that when something has fewer, it has a smaller amount of something.
- In a final version of this activity, tap the same number of children in each group. Use the words "same" and "equal" to describe the two groups.]

EXPLAIN: Now let's talk about a number we know. Yesterday we learned what number three looks like.

[Display a large numeral three card.]

Number three means that there are three of something. Let's count the number of dots on the number three card.



[Invite children to count the number of dots.]

ASK: [Hold up four fingers.]

How many fingers am I holding up?

EXPLAIN: I am holding up four fingers. Let's count them together.

[Point to each finger as you encourage children to count with you.]

Number four looks like this.

[Hold up a large numeral four card.]

The number **four** means there are four of something. Let's count together the dots on the number card.

[Point to each dot on the numeral card as you count. Encourage children to count with you.]

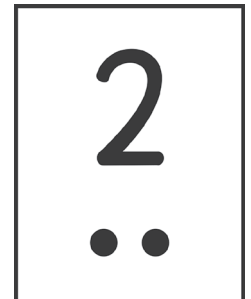
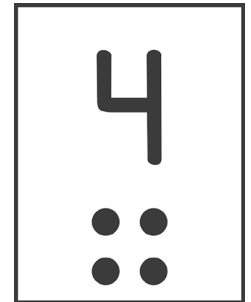
The number four means there are four things! Please hold up four fingers. Let's count them together.

[Display a large numeral two card next to a large numeral four card.]

Let's compare the number two to the number four.

- ASK:**
- How is the number two similar to the number four? (both have straight lines)
 - How is the number two different from the number four? (number two has a curved line and number four does not have a curved line)

RECAP: Today we practiced comparing groups and deciding which of two groups had more or fewer children standing. What are two groups called that have an equal amount? (same) We also learned what the number four looks like.





Scaffolding Tips

Extra support ■ Select a high-contrast number of children (eight versus two) to accentuate the comparison of groups of children standing. ■ If it is difficult for children to see how many children in their line (group) are standing, encourage children to count the number of children standing in the other line (group). Line A counts Line B; Line B counts Line A. ■ Display a group of four identical blocks and invite children to count with you as you point to each block. Ask how many blocks are in the group.

Enrichment ■ Encourage children to compare larger groups of similar sizes. ■ As an alternative to asking which group has fewer children standing, ask which has more children standing. ■ As an alternative to asking about the number of children standing, invite children to determine which group has fewer (or more) children sitting. ■ In the reminder of the meaning of the word divide, explain that we also are learning how to divide words into parts (syllables).

123 Center Activity

Provide manipulatives and *small dot cards. Encourage children to choose two dot cards and make two groups of items that match the number of dots on each dot card. Then encourage children to compare the two groups to see which group of items has more (or fewer).

*Printables provided



Family Child Care

Encourage children to continue today's activity using toys outdoors. Line up toys in two lines. Invite older children to move items out of the line. Encourage younger children to compare the remaining groups of toys.

WEEK
13

DAY
4

Exploring Where We Live



Social
Studies

3–5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand the concept of neighborhood.



Key Concepts

New: Neighborhood

Review: Home



Materials Needed

*1 picture as shown

Places in My Neighborhood by Shelly Lyons



Also Promotes

Language/Literacy

*Printables provided

BEGIN: [*Display picture of a home.*]

What do we see in this picture?

We know that a home is a place where people live.

Homes are located in a neighborhood. Our **neighborhood** includes all of the places near our home. Let's say together the word neighborhood: neigh-bor-hood.

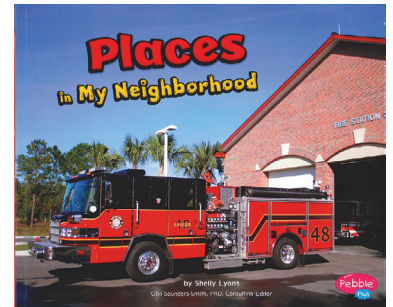


Daniel Case/wikimedia/(CC BY-SA 3.0)

EXPLAIN: There are different kinds of neighborhoods. Some neighborhoods have lots of places to go to. Some neighborhoods have only houses.

[*Display book cover.*]

We are going to read a book about a neighborhood. The book is called *Places in My Neighborhood*. Our book will tell us about some of the places that can be found in a neighborhood. The author of our book is Shelly Lyons. All of the pictures in our book were taken with a camera.



ACT: [*As you read the book, pause to describe pictures and respond to children's questions or comments.*]

ASK: What are some places in your neighborhood? Tell us about them.

RECAP: Each of us lives in a home that is in a neighborhood. Tomorrow we will learn more about places in a neighborhood.

Scaffolding Tips

Extra support ■ In the opening discussion of a home, remind children that people live in different types of homes (Social Studies Week 10).

Enrichment ■ Ask children if they have ever taken a walk around their neighborhood. Encourage children to describe what they saw.

WEEK

13

DAY

4

Exploring Where We Live *continued*



Center Activity

In the housekeeping center, include items that can be found in places in a neighborhood. Examples: books for a library or school, food for a store, medical items for a hospital.



Family Child Care

Take children on a walk through your neighborhood. Describe different places you see, especially places included in the book *Places in My Neighborhood* by Shelly Lyons. Encourage children to share what they know about each place.



3–5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand the importance and characteristics of rest, including sleep.



Key Concepts

New: Rest
Sleep

Review: Exercise



Materials Needed

None



Also Promotes

Self-Regulation



Optional Reading

The Napping House by
Don and Audrey Wood

Time for Bed by Mem Fox

BEGIN: We are learning how to keep our bodies healthy. Last week we learned that exercise keeps our muscles strong and healthy.

We exercised by running in place.

ASK: How did our bodies feel after we ran in place? (heart was beating faster, breathing faster)

ACT: Let's run in place for one minute to see how our bodies feel. Remember, running in place means we stay in our personal space.

ASK:

- How do our bodies feel now?
- How would our bodies feel if we ran for a long time? (tired)
- What should we do when our bodies get tired? (rest)

EXPLAIN: We **rest** by taking a break from what we are doing and relaxing our bodies. We gave our body a rest when we stopped running in place.

There are different ways we can rest our bodies. We can rest by sitting or lying down. This gives our legs and feet a break from holding up our body when we are standing or moving.

We can rest our bodies by taking a nap or lying quietly. We go to sleep when we take a nap. We rest our bodies every day in our classroom by taking a nap or lying quietly.

[Encourage children to describe how rest time works in your classroom. Examples: "When do we have rest time in our classroom?" "How do we know it is time to rest?" "What happens during rest time in our classroom?"]

Going to sleep can give our body a long rest. When we **sleep**, our eyes are closed and our mind and muscles are relaxed. We do not pay attention to what is going on around us when we are asleep. Our body takes a break from thinking and doing things.

ACT: We know how to pretend we are sleeping. Let's all pretend to be sleeping.

ASK:

- How does your body feel after you take a nap or sleep all night?
- It can take time for our body to wake up from a nap or from a long sleep. Do you usually wake up quickly or slowly from a nap or sleep?

[Encourage children to describe what happens when children end rest time in your classroom. Does everyone get off their cot quickly? Why not?]



EXPLAIN: Thinking and doing things for a long time can make us feel tired. We need to rest so our bodies stay strong and are ready to think and move. We can have trouble thinking and doing things if our bodies are tired. We can stay healthy by giving our bodies a rest during the daytime and by sleeping every night.

RECAP: Our bodies can stay healthy and strong by taking a break from thinking and doing things. We call this break a rest. We have rest time in our classroom every day. Going to sleep gives our body a long rest. What is our body like when we sleep? (eyes are closed, do not pay attention to what is going on around us, muscles and mind are relaxed)



Scaffolding Tips

Extra support ■ Describe a recent example of children getting tired from an activity in your classroom. Example: "Remember when Jillie and Estephan raced each other outside. They raced for a very long time. How did Jillie and Estephan feel after they raced each other?" ■ Invite children to open their mouth as wide as they can and hold it open as long as they can. Ask children whether the muscles in their mouth are getting tired and need a break from being stretched and held in the same position.

Enrichment ■ Encourage children to think of other activities that might make them feel tired.



Center Activity

Provide books related to the theme of sleep, such as *Goodnight Moon*, *Dr. Seuss's Sleep Book*, *Bedtime for Frances*, and/or *Froggy Goes to Bed*.



Family Child Care

Read the book *Froggy Goes to Bed* by Jonathan London. After you read the story, encourage children to pretend to get their stuffed animals or dolls ready for bed.

WEEK
13

DAY
5

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 X.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter X 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 X card.]

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

Letter X says /ks/, just like at the end of the word "fox." /ks/, /ks/, fox. Let's together say /ks/, /ks/, fox.

X x

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

13

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

Number knowledge

Children will compare groups comprised of different amounts of items. Children will recognize numerals 1, 2, 3, and 4.



Key Concepts

Review: Equal



Materials Needed

*Large numeral cards 1, 2, 3, and 4

4 identical blocks

*Large dot card with 5 dots

Play food

Basket

*Large dot card with more than 5 dots

*Printables provided

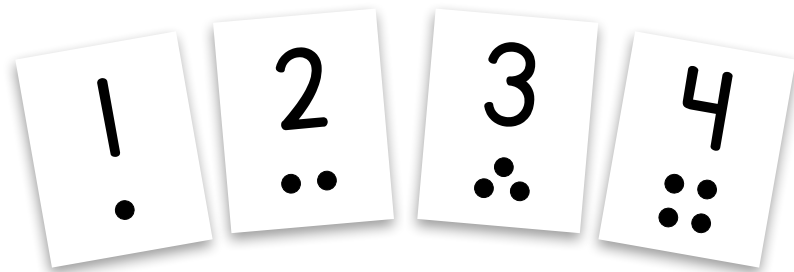
BEGIN: This week we learned many things about numbers. Let's talk about some of the things we know.

We know what numbers 1, 2, 3, and 4 look like.

ASK: [Display large numeral cards 1, 2, 3, and 4, one at a time, and ask the following questions about each displayed numeral:]

- What number is this? Please show us that number on your fingers.
- Check with the person next to you. Do you both have the same number of fingers up?
- Let's count together the number of dots on the card.

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



EXPLAIN: We know how to compare groups of items. We can determine which group has more or fewer items.

ASK: [Hold up a group of three fingers and a group of five fingers.]

- Which group of fingers has more?
- Which group of fingers has fewer? (three) How do we know?
- What is it called when two groups have the same amount? (equal)

EXPLAIN: We also know that when we move items in a group, the group still has the same number of items. Let's practice with a group of blocks.

ASK: [Arrange four identical blocks in a line, with space between each block.]

- How many blocks are in our group? (four) How do we know?
[Move the blocks into the shape of a square.]
- How many blocks are in our group now? (four)
- Did the number in our group change when I moved the blocks? (no, it stayed the same)

EXPLAIN: This week we pretended to go shopping. We counted the same number of food items as the number of dots on a card. Let's try it again.

ACT: [Display a card with five dots.]

How many dots are on this card? (five)

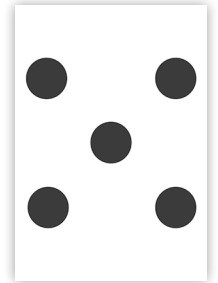
[Display basket of play food items.]

Let's choose the same number of food items from our basket.

[Invite a volunteer child to count out the same number of food items from the basket. Display a card with more than five dots and invite children to count the number of dots as you point to each. Invite a different volunteer child to count out the same number of food items from the basket.]

Which group has fewer food items? How do we know?

RECAP: This week we practiced comparing groups and finding which group has more or fewer. We are also learning more about numbers one, two, three, and four.



Scaffolding Tips

Extra support ■ As an additional experience in determining which group has more (or fewer), line up a group of boys and a group of girls facing each other. Invite each boy and girl across from each other to shake hands or give a “high five.” Which group has more children (who cannot shake the hand of a child in the other group)?

Enrichment ■ After children count out two groups of food items from the basket, ask children how many more food items would be needed in the smaller group to make the two groups equal?

123 Center Activity

Provide small cups and 3–4 manipulatives of different types (counters, large buttons, pom-poms, beads, etc.). Encourage children to sort the manipulatives into the cups, with each cup holding a different kind of manipulative. Encourage children to determine which group (cup) has more or fewer. Are any of the groups equal?

Family Child Care

Encourage school-age children to read *Sort it Out!* (Arbordale Collection) by Barbara Mariconda and sort a variety of buttons by different attributes. Examples: shape, size, color, number of holes. Invite children to count the number of buttons in each group and determine which group has more (or fewer).

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand places that may be found in a neighborhood.



Key Concepts

Review: Neighborhood



Materials Needed

Places in My Neighborhood by Shelly Lyons

*4 pictures as shown (see Be Prepared)

*Printables provided

Be Prepared: Show and discuss with children the pictures of places in your center neighborhood (see Week 11, Day 5) instead of the ELM-provided pictures.

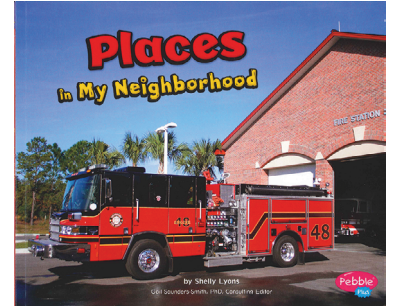
BEGIN: We are learning about neighborhoods. Yesterday we read a book about some of the places that may be found in a neighborhood. What was one of the places described in our book? (fire station, police station, clinic, library, other houses and apartments, grocery store)

EXPLAIN: Today we are going to talk about pictures of places we might find in our neighborhood.

ACT: [Display each of the provided pictures, one at a time, and use the following procedure with each to encourage children's participation:

- Some neighborhoods have a _____.
- Have you ever been to (or seen) a _____? What was it like?
- How does a _____ help people who live in the neighborhood?]

RECAP: Today we talked about places we might find in a neighborhood. Which place was your favorite? Why?



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Scaffolding Tips

Extra support ■ In the opening segment, show selected pictures in the Day 4 book as reminders of places described yesterday. ■ Present pictures in order of children's likely familiarity. Example: Begin with fire station if you anticipate most children know about a fire station. ■ Point out some of the characteristics of the pictured places to strengthen children's familiarity. Example: "A grocery store has signs that tell people where to find certain kinds of food."

Enrichment ■ Invite children to think of other places in their neighborhood that have not been discussed. (bakery, barber, post office, etc.)



Center Activity

Supply *pictures used in today's activity and *Places in My Neighborhood* by Shelly Lyons. Encourage children to match pictures with pictures in the book of the same types of place. The book describes a child's experience at a clinic. Explain to children that a clinic and a hospital both help people stay healthy or get healthy. The book shows more places than the pictures provided for today's activity.

*Printables provided



Family Child Care

Display *pictures used in today's activity, one at a time. Encourage children to think about how they might use one or more of their five senses in each neighborhood place. Example: "This is a fire station. What can we see here? What can we hear here? What can we touch here?"

*Printables provided



3–5 YEARS

Large/Small Group



Skill and Goal

Good health practices

Children will understand ways to help their body take a rest.



Key Concepts

Review: Rest
Sleep
Calm
Relaxed



Materials Needed

None



Also Promotes

Self-Regulation



Optional Reading

Sleepy Book by Charlotte Zolotow

BEGIN: Yesterday we talked about how our bodies need to rest. We rest by taking a break from what we are doing and by relaxing our bodies. We can rest by sitting or lying down. We can rest by taking a nap or sleeping for a long time. We know that when we sleep, our eyes are closed and our mind and muscles are relaxed. It is important for our body to take a break from thinking and doing things.

ASK: What kinds of things did you do yesterday to rest your bodies?

EXPLAIN: Sometimes our bodies tell us when we are tired and need a rest. Our legs may start to feel heavy and hard to move when we are running or moving around a lot. This is how our body can tell us to sit or take a break from moving around.

We may yawn and rub our eyes when we feel tired. We may have a hard time keeping our eyes open.

ACT:

- Let's pretend we are tired by yawning and by rubbing our eyes.
- Let's pretend we are having a hard time keeping our eyes open.

EXPLAIN: Sometimes it is easy to fall asleep when we are tired. Our eyes close, and our mind and muscles start to relax. We do not pay attention to what is going on around us when we sleep.

Sometimes it is hard to fall asleep. Our body may be really tired but we may want to keep moving or thinking about things.

ASK: Do you ever have a hard time falling asleep? What happens?

EXPLAIN: We have learned some things to do to calm our minds and our bodies. When we calm our mind, our noisy thoughts get quiet. We know that concentrating on our breathing can help our body feel relaxed. Our body feels calm when we are relaxed.

ACT: Let's practice concentrating on our breathing to help our bodies feel relaxed. As we breathe in and out, let's put our hand on our stomach to feel how it moves as we breathe.

[Engage children in a brief period of concentrating on their breathing to help their bodies feel relaxed (Self-Regulation Week 10, Day 1).]

EXPLAIN: During the rest time in our classroom or at home, we may not fall asleep. But we can give our bodies a break from doing things by concentrating on our breathing or doing something quietly.

[Expand on the above idea by reminding children of your classroom's expectations of how children can use rest time.]

WEEK

13

DAY

5

Staying Healthy and Safe *continued*



RECAP: Today we learned that concentrating on our breathing can help us rest our bodies by making our bodies feel relaxed. We can keep our bodies healthy and strong by taking a break from what we are doing and by resting our bodies.



Scaffolding Tips

Extra support ■ Demonstrate yawning, rubbing your eyes, and having a hard time keeping your eyes open (your head is nodding to the side of your body as you struggle to keep eyes open, etc.).
■ Some children may benefit from a fuller review of breathing strategies (see Self-Regulation Week 10).

Enrichment ■ Invite children to describe a time they have seen someone (such as an athlete) lean against a wall or fence or post, or lean over by putting their hands on their knees after running or playing in a game. Explain that this is a way of taking a short break. ■ Remind children that yoga is a way to calm our minds and relax our bodies. Yoga can help us concentrate on our breathing while stretching our bodies into different poses. You may wish to lead children in doing a yoga pose introduced in Self-Regulation Week 11.



Center Activity

In the housekeeping center provide small boxes, such as shoeboxes, for children to use as beds for dolls/stuffed animals. Also, provide small blankets, pillows, and quiet lullaby music. Encourage children to pretend to put their dolls/animals to sleep. Children may also enjoy books to use in reading a bedtime story to their dolls/animals.



Family Child Care

Celebrate sleepy times with a pajama day. Encourage children to wear their pajamas during the day. Work with parents to make sure the pajamas worn by children do not impede normal movements during the day.