



## 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 S (Days 2–5)

123

## Mathematics

### Making Patterns

- A pattern is something that repeats itself (Day 1)
- How to make a pattern using two colors of cubes (Day 2)
- How to identify patterns around us (Day 3)
- How to make patterns by moving some parts of our bodies (Day 4)
- Reviewing how to identify and make patterns (Day 5)



## Self- Regulation

### Paying Attention

- How to concentrate on our breathing while stretching our bodies (Day 1)
  - Practicing two yoga poses



## Social- Emotional

### Understanding Feelings

- We may feel disappointed when we cannot do something we really want to do or have something we really want (Day 2)
- We may feel excited when we are looking forward to something that will happen soon (Day 3)



## Social Studies

### Exploring Where We Live

- Creating unique box places in our center neighborhood (Days 4–5)



## Science

### Exploring Living Things

- Different ways insects use their six legs (Day 1)
- Parts of insects' bodies and how they use them (Day 2)
- Physical characteristics of different insects (Day 3)



## Physical/ Health

### Moving Our Bodies

- Paying attention to how our body moves when we run and jog (Days 4–5)
  - Zig Zag game (Day 5)

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

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



## Key Concepts

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



## Materials Needed

\*Letter X 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 X card.]

The word "fox" ends with this letter. What is the name of this letter?

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

Who would like to tell us another word that ends with the letter X?

**EXPLAIN:** Now let's read a book!

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

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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Pattern knowledge

Children will understand that a pattern is something that repeats itself.



## Key Concepts

**New:** Pattern  
Stripes



## Materials Needed

Shirt or some other item with stripes that can be seen at a distance

**BEGIN:** Today we are going to talk about patterns. A **pattern** is something that repeats itself. Sometimes our clothes have patterns.

**EXPLAIN:** Let's look at this striped shirt (item). The **stripes** are the lines on the shirt. These stripes are in a pattern.

[Point out how the stripes on the shirt (or other item) are in alternating colors. Example: "This shirt has stripes in a pattern. Please look at the pattern. Blue, white, blue, white, blue, white. This shirt has a blue, white, blue, white pattern."]

**ACT:** Let's together say the pattern as I point to the stripes.

I wonder if any of us have a pattern on our clothes today.

[Point out different types of patterns on children's clothing, if possible. Patterns may be in stripes, dots, etc.]

**EXPLAIN:** We can make a pattern with children in our classroom. We can make a pattern with boys and girls.

**ACT:** [Encourage children to line up in a boy-girl pattern in two separate lines so children can see the line they are not part of. When children have finished lining up in a pattern, point to each child as you lead children in saying "Boy, girl, boy, girl," etc. If you have more boys or more girls, invite children who are not part of a pattern to point with you.]

**RECAP:** Today we learned that a pattern is something that repeats itself. Let's say the pattern on this shirt (item) again.

[Lead children in saying the shirt pattern as you point to each stripe.]





### Scaffolding Tips

**Extra support** ■ If you are able to describe a pattern on a child's clothing, invite several children to help you point to each element of the pattern as you say it together. ■ There may be a pattern in carpeting in your classroom that can be used as an example of a pattern.

**Enrichment** ■ As you make the boy-girl pattern, invite children to tell what comes next in the pattern.

### 123 Center Activity

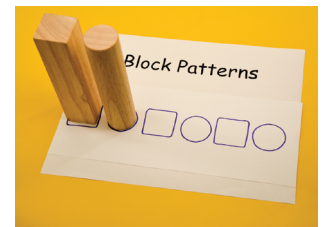
In the block center, encourage children to make patterns when building. Example: A road using two shapes of blocks—square, rectangle, square, rectangle, etc. Display the \*large number one card and invite children to place blocks on the numeral in a pattern.

\*Printables provided



### Family Child Care

Invite school-age children in your setting to make pattern puzzles for younger children. On a piece of white paper, encourage children to trace blocks or Legos® in a simple ABAB pattern. Invite younger children to match the correct block/Lego® as they recreate the pattern.



WEEK

14

# Paying Attention

DAY

1



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Concentrate

Children will strengthen their understanding of how to use yoga to concentrate on their breathing and bodies.



#### Key Concepts

**Review:** Concentrate  
Yoga  
Pose



#### Materials Needed

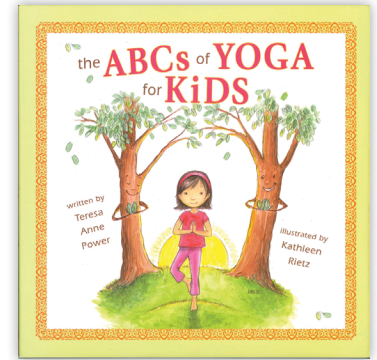
Squeeze balls—1 per child  
*The ABCs of Yoga for Kids*  
by Teresa Power  
Yoga mats—1 per child  
(see Be Prepared)

**Be Prepared:** Today's activity will involve children trying two yoga poses. If possible, provide children with yoga mats.

**BEGIN:** Let's have some quiet time together so we can concentrate on our breathing and body. This will help our mind to calm down and help us with our self-control.

**ASK:** What does it mean to concentrate? (to pay close attention to something)

**EXPLAIN:** Today each of us will use a squeeze ball to concentrate on our breathing and body. We will pretend the ball is an orange in our hand.



**ACT:** [Give each child a squeeze ball. Encourage children to feel and squeeze it.

*Spread out children so each child has personal space. Ask children to sit and place their squeeze ball between their legs. When all children are arranged, turn out the lights in the classroom.]*

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

Let's take a deep breath.

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

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

Breathe in through your nose and out through your mouth.

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

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

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

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

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

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

Keep breathing in slowly and breathing out slowly.

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



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

Now we are going to focus on our hands and arms. Pick up your squeeze ball and hold it in your hand. Let's pretend the squeeze ball is an orange. Pretend you are going to squeeze the orange to make orange juice. Tighten your fist as much as possible. Pretend you are squeezing the orange as hard as you can. Okay, there's no more juice left in the orange. Relax your hands and place your squeeze ball between your legs.

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

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

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

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

*[Gather children's squeeze balls and place them to the side.]*

**EXPLAIN:** Let's use some of our quiet time to practice some yoga. Remember, when people do yoga they concentrate on their breathing while stretching their bodies into different poses.

Let's do the yoga poses we learned several weeks ago. We know that a pose is a way of holding our body. Here are the two yoga poses we have done.

**ACT:** *[Display photos in the book of yoga poses done in Week 11, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.]*

Now let's look at the pictures of other poses in our book about yoga. We will try some different yoga poses in the book and concentrate on our breathing while we do them.

*[Choose two poses from the book to demonstrate to children. Read sections of the book that focus on the two poses. Discuss how the child's body is posed in each picture. Example: "This is called the lion pose. How does the boy's body look like a lion?"]*

# Paying Attention *continued*



Show children the picture of the first chosen pose from the book. Demonstrate the pose and then invite children to try it. Remind children to take three deep breaths as they hold the pose. Repeat the pose with three deep breaths. Then show children the picture from the book of the second chosen pose and use the same approach. Repeat the pose with three deep breaths.]

**RECAP:** We are learning to calm our minds and use good self-control by concentrating on our breathing and our bodies. We did some yoga poses. Yoga helps us concentrate on our breathing while stretching our bodies. Which yoga pose helped you the most in calming your mind?



## Scaffolding Tips

**Extra support** ■ If children have difficulty with the yoga poses you demonstrate, help by gently placing their bodies in the desired position.

**Enrichment** ■ If children are comfortably holding a pose while taking three deep breaths, invite them to take more deep breaths (up to five, if they wish). ■ Invite children to demonstrate a pose in the book. Encourage others to try the pose also.



## Center Activity

Place one or two yoga mats in an area of the room plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1). If you do not have access to yoga mats, use a blanket. Play quiet, peaceful music and invite children to practice the poses.



## Family Child Care

Invite children in your setting to do partner yoga. Encourage one child to do a yoga pose and the other child to mimic the pose of the first child. Encourage children to take turns being the first to do a yoga pose. Provide *The ABCs of Yoga for Kids* by Teresa Power for children to use as a reference.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of living things

Children will understand that an insect is an animal with six legs that can be used in different ways.



## Key Concepts

**New:** Insect



## Materials Needed

\*5 pictures as shown



## Also Promotes

Mathematics

\*Printables Provided

**BEGIN:** We are learning a lot about how animals are living things. Today we will learn about another kind of animal called an insect.

**EXPLAIN:** An **insect** is an animal that has six legs. Insects are sometimes called bugs.

**ACT:** Pop up if you like insects.

**EXPLAIN:** We can tell if something is an insect by counting its legs. Last week we learned about some other animals with legs.

**ASK:**

- How many legs does a bear have? (four)
- How many legs does a bird have? (two)

**EXPLAIN:** Insects are much smaller than a bear or a bird but they have more legs! Insects are all around us. Let's look at some pictures of insects.

**ACT:** [Display pictures of an ant, cockroach, mosquito, and praying mantis. State the name of each insect when you display its picture. Encourage children to count the legs on each picture.]



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Jean and Fred/flickr/(CC BY 2.0)



Rainer Hungershausen/flickr/(CC BY-NC-ND 2.0)



Kool Cats Photography/flickr/Used With Permission

**ASK:** How many legs does each insect have?

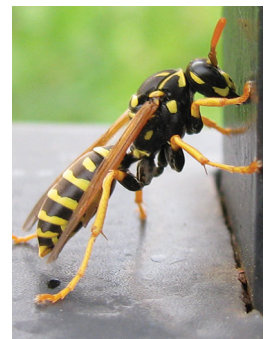
**ACT:** They each have six legs. Let's together count to six on our fingers.

**EXPLAIN:** Insects use their legs to move around. There are other ways some insects can use their legs. Some insects can make sounds with their legs when they rub them together. Other insects use sticky parts of their legs to walk on walls or ceilings!

**ASK:** Can we walk on walls or ceilings with our legs? (No!)

**EXPLAIN:** An insect's legs are attached to the middle part of its body. Some insects also have wings attached to the middle part of their body.

Let's look at another picture of an insect. We can see how the legs and wings are attached to the middle part of the insect's body.



labbradolci/flickr/(CC BY-NC 2.0)





*[Display picture of a wasp. Point out the legs and wings and how they are attached to the middle part of the insect's body.]*

An insect uses the middle part of its body to help it move. Some insects can fly. Some can walk. Some can jump. And some insects can swim. Insects can move in many ways.

**ACT:** Let's move like an insect!

*[Invite children to move like an insect in an open area of your classroom. Remind children that there are many different ways to move like an insect: fly, walk, jump, swim.]*

**RECAP:** Today we learned about an animal that has six legs. What is the animal called? Insects use parts of their bodies in many ways. How do insects use their legs? (move, make noise, climb on walls) An insect's legs and wings are attached to the middle part of its body.



## Scaffolding Tips

**Extra support** ■ Point to each of a pictured insect's legs as children count.

**Enrichment** ■ Some children may be interested in knowing that "thorax" is the name for the middle part of an insect. ■ Ask children to describe their favorite insect. Have they ever held one?



## Center Activity

Fill the sensory table or a tub with sand. Supply a variety of plastic insects as well as other plastic animals that can be used in the sand. Encourage children to find the animals and sort them into two groups: insects and non-insects. Provide magnifying glasses to help children learn more about each insect.



## Family Child Care

If possible, take a trip outside to look for insects. If children find an insect, invite them to draw a picture of what they remember about it.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Phonological awareness

## Letter knowledge

Children will segment words into syllables.  
Children also will identify and name the letter S.



## Key Concepts

**Review:** Divide  
Syllable



## Materials Needed

Name cards used in Week 13, Day 2

\*Letter S card

Chart paper

Marker

Children's name cards

List of children's first names for display to children

\*Printables provided

**BEGIN:** Last week we learned how to divide our names into syllables. We know the word divide means to separate or break up something into smaller parts. Remember, each part of a word is called a syllable.

**EXPLAIN:** Today we are going to play a syllable game. Together we will say each of our names. Then we will clap the syllables in our name three times.

- The first time we will say the name while we clap each syllable.
- The second time we will whisper the name while we clap each syllable.
- The third time we will only move our mouths while we clap each syllable.

**ACT:** Let's practice with \_\_\_\_\_'s name.

*[Invite a volunteer child to say his/her name. Display the child's name card divided into syllables. 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.]*

*Invite children to say together the child's name as they clap the syllables.]*

Now we will whisper \_\_\_\_\_'s name while we clap each syllable. Let's use our listening ears as I show you how.

*[Whisper the child's name. Whisper the name again as you speak slowly and divide it into syllables. Clap once for each syllable. Use a deliberate clap.]*

*Then invite children to whisper together the child's name as everyone claps the syllables.]*

Now we will only move our mouth while we clap each syllable. Let's use our looking eyes as I show you how.

*[Silently enunciate syllables in the child's name with only mouth movement. Silently enunciate the name again as you move your mouth slowly and divide it into syllables. Clap once for each syllable. Use a deliberate clap.]*

*Then invite children to silently enunciate together the child's name as everyone claps the syllables.]*

**EXPLAIN:** When I point to you, please hold up your name card and say your name out loud. Then we will clap your name while we all say your name together.

# Understanding Letters *continued*



**ACT:** *[Move from child to child as you together clap the child's name in three ways as described above: while saying the name, while whispering the name, while only moving your mouth. Continue until you've clapped each child's name.]*

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

*[Display letter S card.]*

**ASK:** Does anyone know the name of this letter?

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



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

This is an uppercase S.

We can also write the letter S like this.

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

This is a lowercase s.

We are learning about syllables. The word "syllable" begins with the letter s. I will write this word on our chart. I am going to write the word "syllable" with a lowercase (small letter) s.

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

Let's all say the word "syllable."

*[Invite a volunteer child to point to the letter s in the word "syllable."]*

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

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

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

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



**RECAP:** Today we clapped our name in three ways. We clapped while saying each name, while whispering each name, and while only moving our mouth.

We also learned about the letter S. What is a word that begins with the letter s? (syllable)



### Scaffolding Tips

**Extra support** ■ In the opening segment's explanation of the syllable game, use your own name to demonstrate the three ways to communicate a word (say, whisper, and move our mouths) without clapping. Then repeat with clapping. ■ Another way to help children learn about syllables is to lead children in lightly tapping their knees for each syllable, rather than clapping. ■ If a child says his/her name in an unclear or quiet manner, restate the child's name so all children can hear the syllables. Point to syllables on the child's name card so all children can see as you say the child's name.

**Enrichment** ■ After saying the syllables of a name slowly, invite children to tell the number of syllables. Repeat the name, if appropriate. Then encourage children to clap each syllable as they say the name.



### Center Activity

Provide \*letter picture cards used for letters B, C, O, A, and X. Encourage children to say each word and clap its syllables.

\*Printables provided



### Family Child Care

Invite children to join you in clapping the number of syllables in each child's last name. Write 2–4 syllable words on index cards and invite school-age children to cut apart words based on the number of syllables. Example: bas/ket.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will understand how to make an ABAB pattern.



## Key Concepts

**New:** Simple pattern

**Review:** Pattern



## Materials Needed

10 Unifix® cubes per child (10 of blue or 10 of orange)



## Also Promotes

Social-Emotional



## Optional Reading

*Lots and Lots of Zebra Stripes* by Stephen R. Swinburne

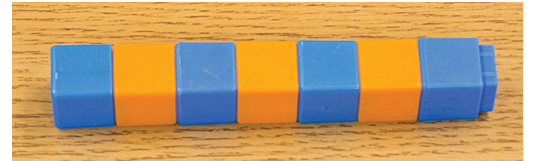
**BEGIN:** Yesterday we learned about patterns. Do you have a pattern on your clothes today? What is a pattern? (something that repeats itself)

*[Find and discuss any patterns found on children's clothing. Say each pattern together as you point to each element of the pattern.]*

**EXPLAIN:** Today each of us is going to work with a partner to make a pattern. We will use blue and orange Unifix® cubes to make a simple pattern. A **simple pattern** uses two things that repeat themselves.

One person will have blue cubes and the other person will have orange cubes.

*[Give each child in the pair 10 cubes of one color. If there is an odd number of children, pair one child with yourself.]*



Each of us will take turns making a pattern with our cubes. One person in your pair will put a cube on the table and then the other person will attach his/her color. Then the first person will attach his/her color and then the second again. Let me show you.

*[Demonstrate how to add the two colors in the pattern, alternating the colors one at a time.]*

**ASK:** What color cube goes next? Why?

*[As you make the pattern, continue to ask children to say what color goes next. Ask children how they know. Continue the pattern until you have used all of the cubes.]*

**ACT:** Now it is your turn to try! When we finish making our cube pattern, we can point to the cube at one end and say the pattern together with our partner.

**RECAP:** Today we made a pattern with a partner. We used two colors of cubes to make our pattern. Let's say a pattern together beginning with blue. Blue, orange, blue, orange, etc.



### Scaffolding Tips

**Extra support** ■ Encourage children to say what color goes next as they make their pattern. You may wish to say the pattern out loud as children determine which color comes next. ■ Remind children that we take turns when each person does something one at a time.

**Enrichment** ■ Invite children to make a different pattern on their own. Example: two blue, two orange, two blue, two orange. Remind children that items in a pattern repeat themselves. ■ Ask children what it means to take turns.

### 123 Center Activity

Supply Unifix® cubes. Encourage children to create more simple patterns. Display the \*large numeral two and invite children to place cubes on the numeral in a pattern.

\*Printables provided



### Family Child Care

Take children on a walk outside to look for simple patterns. Encourage children to find patterns on the outside of your own home or other houses. Examples: bricks on a house, lines on a sidewalk.

# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand what it means to feel disappointed.



#### Key Concepts

**New:** Disappointed



#### Materials Needed

*The Way I Feel* by Janan Cain

2 puppets

\*Our Feelings poster

\*Printables provided

**BEGIN:** We are learning about many different kinds of emotions. Today we will talk about what it means to feel disappointed.

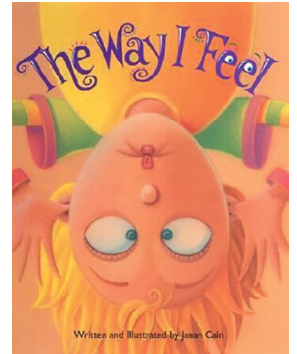
**ASK:** What are your ideas about what it means to feel disappointed?

**ACT:** I am going to read the page in our book, *The Way I Feel*, that describes what it means to feel disappointed.

**EXPLAIN:** The girl in the book is disappointed because her friend can't come over to play. We usually feel **disappointed** when we cannot do something we really want to do. We may have planned to do something special but couldn't because it rained or someone got sick. We may feel disappointed when we cannot have something we want. Maybe we really wanted a new toy, but a family member said no.

*[Display book illustration of feeling disappointed.]*

- ASK:**
- In our book, how do the girl's face and body show us she is disappointed? (arms crossed, eyebrows slanted down, mouth turned down, etc.)
  - Have you ever felt disappointed about something? Tell us about it.



**ACT:** Please show us what your body and face look like when you are disappointed.

*[Describe some of the facial expressions and body postures shown by children. Invite children to notice how other children's faces show disappointment.]*

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

**ACT:** *[Invite children to point out on the poster which children look disappointed. Discuss facial features that children associate with being disappointed.]*



# Understanding Feelings *continued*



**EXPLAIN:** When we feel disappointed, we might feel better if we talk to someone about it. Telling someone about our disappointment might help us figure out what to do with our feeling. We could say to a parent something like, "I am really disappointed we cannot have a pizza tonight." Maybe there is something else we could do. Or maybe we need to wait patiently for what we want or what we want to do.

**ASK:** Who could we talk to if we feel disappointed? (parents, friend, teacher, etc.)

**ACT:** We are going to use puppets to pretend to be disappointed. Who wants to volunteer to be the child puppet?

*[Choose a volunteer and invite him/her to be the child puppet. Invite the volunteer to use the puppet and pretend to be disappointed. Give prompts if necessary. Example: Let's pretend you were supposed to go to the park today, but your sister/brother isn't feeling well so you can't go. Show us by using the puppet how it would make you feel and what you might be thinking about. Interact by using the "adult" puppet to talk to the child puppet about their disappointment. Offer specific suggestions, such as: "Is there something else you could do instead?" Continue to role-play a different scenario with other child volunteers if time permits.]*

**RECAP:** Today we talked about how we might feel if we cannot do something we really want to do or have something we really want. What do we call this feeling? (disappointed) Everyone is disappointed sometimes. We learned how to feel better by talking to someone about how we feel.



## Scaffolding Tips

**Extra support** ■ Offer suggestions to children who need help when role-playing a scenario.

Example: "Let's pretend you were planning to go to a friend's house, but the friend got sick and you couldn't go."

**Enrichment** ■ Ask children to describe how they've dealt with disappointment they've felt before.



## Center Activity

Invite children to use puppets to role-play things that might make them disappointed or excited. Examples: Going to a party, having to stay home on a rainy day rather than going swimming.



WEEK  
**14**

DAY  
**2**

# Understanding Feelings *continued*



## Family Child Care

Encourage children to talk to their families at pickup time about disappointment. Invite children to tell their families about what it looks and feels like. Encourage family members to share a time they were disappointed.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of living things

Children will broaden their understanding of parts of an insect.



## Key Concepts

**New:** Head  
Antennae  
Stinger  
Journal

**Review:** Insect  
Record



## Materials Needed

\*5 pictures of different insects, including an ant and a wasp

Straws—2 per child

Science journals

Drawing tools

\*Printables Provided

**Be Prepared:** Children will begin using science journals during today's activity. Science journals will be used throughout the remainder of the year. A simple notebook or approximately 20 sheets of paper stapled together can be used as a science journal. If you make journals by stapling pieces of paper together, you may wish to create a cover on colored paper and/or invite children to design a cover. Invite children to write as much of their first name as they can on the cover of their journal.

**BEGIN:** Yesterday we learned that an insect is an animal with six legs. How does an insect use its legs? (to move around, to make sounds)

We also learned that an insect's legs and wings are attached to the middle part of its body. Today we will learn more about insects.

**ACT:** Let's put our hand on the top part of our body.

*[Point to your head.]*

**ASK:** What is this part of our body called?

**EXPLAIN:** An insect's **head** is at the front of its body. An insect uses its head to eat and see.

**ASK:** Please point to your nose. What do we do with our nose? (smell)

**EXPLAIN:** Insects do not have a nose. An insect uses its antennae to help it smell and feel things.

*[Point to antennae in the picture of an ant.]*

An insect's **antennae** are long and thin. They are attached to the insect's head.

**ACT:** Let's pretend we are insects with antennae on our head. We can pretend straws are our antennae.

*[Hold the two straws above your head as you pretend they are antennae.]*

What can we pretend to do with our antennae? (smell, feel things)

*[Give each child two straws. Invite children to hold the straws above their head as they pretend to smell and feel things with their "antennae." Collect straws after a brief period and invite children to sit on the floor.]*

**EXPLAIN:** An insect also has a stomach. An insect's stomach is at the back of its body.

*[Point to the abdomen (back part) of the body in the picture of a wasp.]*



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# Exploring Living Things *continued*



**ACT:** We also have a stomach. Let's put our hand on our stomach.

**EXPLAIN:** Some insects use their stomach to breathe!

**ASK:** What do we use to breathe? (mouth)

**EXPLAIN:** Some insects have a stinger. A **stinger** is a sharp, pointed part of an animal that can hurt another living thing. Insects use their stinger to protect themselves against things that may hurt them.

Today we will begin using something to help us learn more about the things we study. Each of us will have a science journal.

**ASK:** What do you think a science journal might be?

**EXPLAIN:** A science **journal** is a notebook that we can draw and write in. We can use our science journal to draw pictures of things we learn about and to write about things.

*[Pass out journals to children.]*

We will use our science journals many times. Scientists keep a journal to record information. Remember, we record something when we write it down.

**ASK:** What do you think we might draw or write about in our science journal today?

**ACT:** *[Help children find the first page of their science journal.]*

We are going to draw a picture of an insect. You can draw any type of insect you want or a part of an insect's body.

*[Provide pictures of insects for children to use if they wish. Children should not be expected to copy or produce a replica of an insect or insect part. Offer suggestions of parts of an insect children may wish to draw. Examples: legs, antennae, stomach, head.]*

*Label children's drawings as they dictate.*

*Children may wish to show and talk about their drawings with other children.]*

**RECAP:** Today we learned that insects have a head and antennae. How do insects use their antennae? (smell, feel things) We also learned that insects have a stomach. Where can we find an insect's stomach on its body?

*[Encourage a volunteer child to point to the stomach in the picture of the ant.]*

We also drew a picture of an insect or part of an insect in our science journals.



### Scaffolding Tips

**Extra support** ■ Promote children's use of pretend antennae by asking questions, such as "Jenna, what are you smelling with your antennae?"

**Enrichment** ■ Explain that "abdomen" is the name for the stomach of an insect. ■ Describe the function of a stomach. Example: The stomach is where food goes after it is eaten. Food in the stomach is broken down so that vitamins and nutrients from the food can be used by the body.



### Center Activity

Make insect headbands with pipe cleaners or Wikki Stix®, large pom-poms, and plastic headbands. Attach a pom-pom to each of two pipe cleaners. Then attach the two pipe cleaners or Wikki Stix® to a headband. Encourage children to pretend to be insects. Remind children that insects use their antennae to smell and feel things.



### Family Child Care

Collect insects that children may find outside and keep them in a jar with small holes to permit air. Invite children to add rocks, leaves, and grass to make it seem more like "home." Encourage children to observe the insects throughout the day. Be sure to release the insects at the end of the day.



## 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 S.



## Key Concepts

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

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



## Materials Needed

\*Letter S 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 S card.]

What is the name of this letter?

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

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

**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.
- 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?"

WEEK

14

DAY

3

# Understanding Words *continued*



Language/  
Literacy

*What was it like?"*

- o *"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?"*
- o *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Pattern knowledge

Children will understand that patterns are all around us.



## Key Concepts

Review: Pattern



## Materials Needed

\*4 pictures as shown



## Also Promotes

Science

**BEGIN:** Let's say the rhyme we learned a couple of weeks ago called "One, Two, Buckle My Shoe."

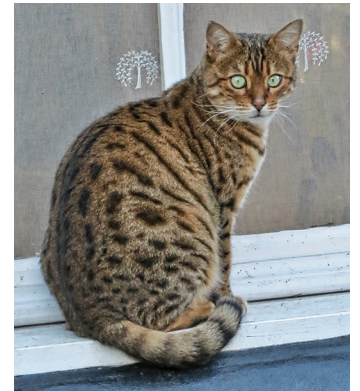
[Lead children in saying the rhyme and doing the motions (Week 12, Day 1).]

**EXPLAIN:** Now let's talk more about patterns. We know that we can find and make different kinds of patterns.

Patterns can be found in things all around us, inside and outside. Today we are going to look at some pictures of patterns found in things we might see around us.

**ACT:** [Display provided pictures, one at a time, and use the questions below to facilitate a discussion of patterns in each item. Invite a different volunteer child to point to the pattern in each picture as children together say the pattern.]

- **Cat:** What is this a picture of? This cat has a pattern on its striped tail. The pattern is black, brown, black, brown. Let's together say the pattern as we point to the stripes on the cat's tail.
- **Plant leaf:** What is this a picture of? There is a pattern on this leaf of a plant. The pattern is dark green, light green, dark green, light green. Let's together say the pattern as we point to the dark green and light green on the leaf.
- **Bee:** What is this a picture of? Where is the pattern on this animal? It has a striped pattern on its stomach. Remember, an insect's stomach is on the back of its body. The pattern is orange, black, orange, black. Let's together say the pattern as we point to the orange and black stripes on the insect's stomach.
- **Caterpillar:** What is this a picture of? This caterpillar has a striped pattern on its body. The pattern is green, black and



Antony \*\*\*/flickr/(CC BY-NC-ND 2.0)



William Cho/flickr/(CC BY-SA 2.0)



Vicki DeLoach/flickr/(CC BY-NC-ND 2.0)

yellow, green, black and yellow. Let's together say the pattern as we point to the caterpillar's body.

**RECAP:** We looked at patterns on some living things. We can find patterns in many different places.



### Scaffolding Tips

**Extra support** ■ Say each pattern slowly as children point to each element of the pattern.

**Enrichment** ■ Invite children to name some other animals that have a pattern. Examples: zebra, tiger, some fish.

### 123 Center Activity

Provide Teddy Bear counters and premade pattern cards. Invite children to copy the pattern on the card or extend the pattern.



### Family Child Care

Encourage school-age children to look for more complex patterns in your home. Examples: patterns on a rug, patterns in the fabric of furniture.



# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand what it means to feel excited.



#### Key Concepts

**New:** Excited

**Review:** Disappointed  
Happy



#### Materials Needed

*The Way I Feel* by Janan Cain

\*Our Feelings poster

\*Printables provided

**BEGIN:** Yesterday we talked about feeling disappointed. Remember, we usually feel disappointed when we cannot do something we really want to do. Let's show each other what we look like when we feel disappointed.

[Briefly comment on different facial expressions and body postures.]

**EXPLAIN:** Today we will learn about an emotion that is very different from feeling disappointed. It is called excited.

- ASK:**
- What do you think it means to feel excited?
  - What might make you excited?

[Encourage children to discuss times they may have been excited.]



**EXPLAIN:** We can feel **excited** when we are looking forward to something that will happen soon. Sometimes when we are excited our mind goes very fast and it's hard to calm down.

Happy and excited are similar emotions. They both make us feel good inside. We might feel happy about something that is happening right now and excited about something that is going to happen soon. We might feel happy when we are playing with our favorite toy. We might feel excited if our parent says we will go to our favorite park tomorrow. We feel excited because it is something that will happen soon.

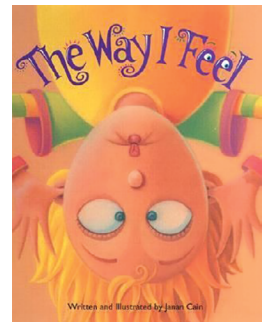
**ACT:** I am going to read the page in our book, *The Way I Feel*, that tells us about feeling excited.

[Display book illustration of feeling excited.]

How do the boy's face and body show us he is excited? (arms spread out, eyebrows and eyes big, mouth open, jumping, etc.)

Show us what your body and face look like when you are feeling excited.

[Describe some of the facial expressions and body postures/actions shown by children. Invite children to notice how other children's faces and bodies show excitement.]





Let's look at our poster and see if we can find the child who is feeling excited.

*[Invite children to point out on the poster which children look excited. Discuss facial expressions that children associate with being excited.]*

I am going to say some things that might happen to us. When you hear something that might make you feel excited, quietly wave your arms and hands in the air and make an excited face like this.

*[Demonstrate quietly waving your arms and hands in the air and making an excited face while sitting.]*

If what I say does not make you feel excited, please stay super still. We may not all be excited about the same things. This is okay.

*[Read each item with an even tone of voice and neutral facial expression.]*

- My grandparents are coming to visit tomorrow.
- A child knocked down my block tower.
- It is raining and I can't go outside to play.
- My mom has been away for a while and is coming home in two days.

**RECAP:** Today we learned about feeling excited. When we are excited we may be very happy about something that will happen soon. Not all of us are excited about the same things. It is okay to have different emotions.



### Scaffolding Tips

**Extra support** ■ If children experience difficulty describing an excited face, help with vocabulary if necessary.

**Enrichment** ■ Encourage children to describe why something makes them feel excited or not excited. Emphasize that we are all unique and may feel different emotions.

### Center Activity

Provide paper and drawing tools. Invite children to draw a picture of themselves feeling excited or something that makes them feel excited.

WEEK  
**14**

DAY  
**3**

# Understanding Feelings *continued*



## Family Child Care

Encourage children to talk with their families at pickup time about feeling excited. Invite children to tell their families what excited looks and feels like. Encourage family members to share a time they were excited.

WEEK

14

DAY

3

# Exploring Living Things



## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Knowledge of living things

Children will understand that insects differ in their physical characteristics.



#### Key Concepts

**Review:** Antennae  
Characteristic  
Take turns



#### Materials Needed

\*12 pictures as shown  
/Spy clues provided at end of activity plan



#### Also Promotes

Self-Regulation

\*Printables provided

**Be Prepared:** The activity plan offers clues for you to use in an /Spy game focused on insect characteristics. Although the names of insects are listed with each set of clues, it is not expected that children will be taught or expected to remember the names of insects. However, it is appropriate and helpful to provide an insect's name if a child or children show interest in a specific insect.

**BEGIN:** [Arrange children in a large circle.]

We are learning many things about insects. Yesterday we learned about some different parts of an insect's body. What are the long thin body parts that are attached to an insect's head? (antennae)

**EXPLAIN:** There are many different kinds of insects. Today we are going to play a game to help us learn more about characteristics of different insects. We know that a characteristic is something special about a living thing or a thing that is not living.

We will play an /Spy game. I will say a person's name and then describe some characteristics of an insect I see in one of the pictures on the floor. The person I call on will try to find the insect picture that matches the characteristics I describe.

We will take turns playing the game. Remember, each person does something one at a time when we take turns. Please do not point to the insect I describe unless it is your turn.

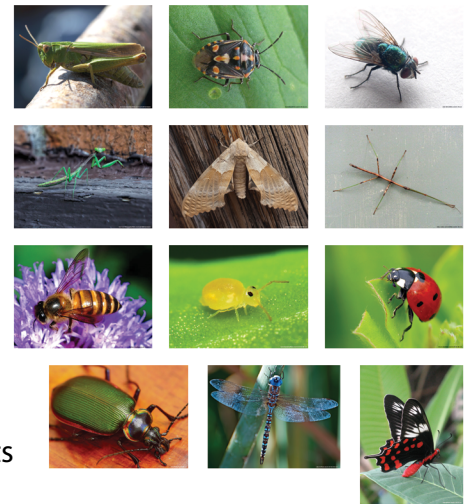
(Adult helper) and I will show you how to play.

**ACT:** [Spread out insect pictures in the middle of the circle. Pictures should include: grasshopper, stink bug, fly, praying mantis, moth, walking stick, bee, aphid, ladybug, beetle, dragonfly, and butterfly.]

I am going to describe some characteristics and (adult helper) is going to try to find the insect with the characteristics I describe.

I spy a green insect with wings on its back. Can you (adult helper) find it?

[Invite the adult helper to find and hold up the picture of the insect (grasshopper). Invite the adult helper to point to characteristics you described (green, wings on back) so all children can see them, and then return picture to the collection of insect pictures on the floor. Play the





*game until each child has had a turn. After a child finds a picture, invite the child to point to the characteristics you described so all children can see them.]*

**RECAP:** The insect game, we played today, helped us learn more about different insect characteristics.



### Scaffolding Tips

**Extra support** ■ If a child has difficulty finding an insect, give additional hints. Examples: color, size, shape, wings. Another option is to temporarily remove some pictures from the child's consideration so the child is looking at a smaller number of options. Example: Set aside the pictures of insects that have already been identified. ■ If a child picks up a picture that does not match the characteristics you describe, find the "correct" picture for the child and then compare it to the picture identified by the child. Example: "Which of our two pictures has an insect with green eyes?"

**Enrichment** ■ Invite children to take turns in the "I Spy" role by describing two characteristics of an insect other children try to find. ■ Provide the name of an insect(s) that is of interest to a child or children (see Be Prepared).



### Center Activity

Provide children with a variety of materials to create their own insect. Examples: googly eyes, construction paper, markers, glue, child-size scissors, pom-poms, craft sticks, craft rolls.



### Family Child Care

Invite school-age children in your setting to look at one or more insect books with younger children. Encourage children to point out characteristics of insects shown in a book. Some book options include: *Bugs A to Z* by Caroline Lawton, National Geographic Kids' *Little Kids First Big Book of Bugs* by Catherine D. Hughes.



## ***Insect I Spy Clues***



**Stinkbug:** I spy an insect with orange dots on its body and long black antennae.



**Fly:** I spy an insect with a short blue body and wings. This insect also has short hairs on its body and legs.



**Praying Mantis:** I spy an insect with a long green body and long green legs. This insect also has big green eyes.



**Moth:** I spy an insect with a light brown body and big light brown wings.



**Walking Stick:** I spy an insect with a brown and green body that is long and thin and looks like a stick.



**Bee:** I spy an insect with an orange and black pattern on its stomach. This insect also has wings.



**Aphid:** I spy an insect that is small and yellow with black eyes.



**Ladybug:** I spy an insect that is red with black dots.



**Beetle:** I spy an insect with a green striped body and a black head.



**Dragonfly:** I spy an insect with a blue and black body and blue shiny wings.



**Butterfly:** I spy an insect with a red and black body and red, white, and black wings.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Phonological awareness

## Letter knowledge

Children will blend syllables into a word.  
Children also will identify the name and sound of the letter S.



## Key Concepts

**Review:** Syllable



## Materials Needed

Name cards used in Week 13, Day 2

Demonstration name card (see Be Prepared)

\*Letter S card

Chart from Day 2

\*4 letter S picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names

\*Printables provided

**Be Prepared:** Prepare a name card for demonstration purposes, using a two-syllable name of a classroom pet or a character known to the children. Divide the name into spoken syllables with dots. The name "Elmo" is used in the activity as an example.

**BEGIN:** We are learning how to divide our names into syllables. Remember, parts of a word are called syllables.

**EXPLAIN:** Today we will play a robot game. I am going to pretend to be a robot! Listen carefully as I speak like a robot.

[Alter your voice so that it sounds like a robot. Speak in short, choppy sentences while separating multiple-syllable words into syllables.]

**ACT:** I am a robot. Can you help me? Can you tell me what I see?

[Display the name card "Elmo."]

I see a name. The name is El-mo.

[Enunciate each syllable slowly in "robot talk."  
Pause briefly between syllables.]

What name do I see? (Elmo)

[Say the following in your regular voice so that you no longer sound like a robot.]

Now each of you will have a turn to say the name I see. I will pretend to be a robot and ask each of you to help me. I will say a name in "robot talk" and then the person whose name I am saying can help by telling me what name I see!

[Hold up each child's name card. One at a time, say the name in "robot talk," and then ask the child to say the name by blending the syllables in the word.]

**EXPLAIN:** Let's learn more about the letter S.

[Display letter S card.]

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

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

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

El·mo

S s

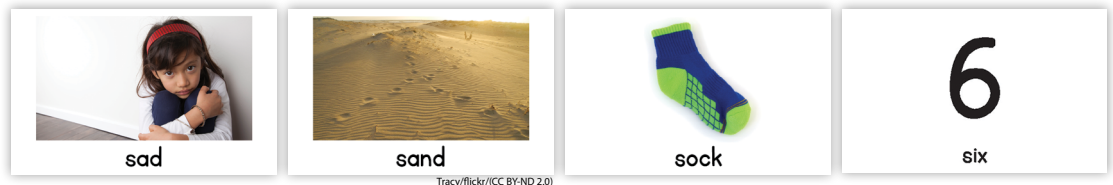
Pop up if you have the letter s somewhere else in your name (not at beginning).

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

**ASK:** What is our word that begins with the letter S? (syllable)

**ACT:** The letter S says /s/, just like at the beginning of the word "syllable." /s/, /s/, syllable. Let's say that together: /s/, /s/, syllable.

I have two pictures of things that begin with the letter S.



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

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

*[Help children by suggesting other words that begin with s. Examples: sat, silly, sip, seven.]*

*Invite one or more volunteer children to find the letter s 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 make the uppercase letter S on your chart paper.]*

We use one line to make an uppercase S. The line swoops around like a snake.

*[Give each child his/her letter journal.]*

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

**RECAP:** Today we listened to the syllables in our names as I said the name in "robot talk." Then we put the syllables together to make someone's name. When we talk like a robot we can hear the syllables in a word!

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





### Scaffolding Tips

**Extra support** ■ If children are unsure of the name you are saying, repeat the syllables in the name or say the first part of the name and encourage the child to complete the word. Example: “I will say the first part of the name with my robot voice. Then you say the rest of the word. Ann-gell.” ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

**Enrichment** ■ When you say each child’s name in “robot talk,” do not hold up the child’s name card. If this leads to too much challenge for children, hold up the card as suggested in the activity plan.

■ After saying the syllables of a name slowly, invite children to tell the number of syllables. Repeat the name, if appropriate. Then encourage children to clap each syllable as they say the name. Children may enjoy using “robot talk.” ■ Some children may be interested in your demonstrating and describing how to make a lowercase s. Example: “A lowercase s looks like an uppercase S, but it is smaller.”



### Center Activity

Provide \*animal syllable cards used in Week 13, Day 2. Encourage children to say each animal name using “robot talk.”

\*Printables provided



### Family Child Care

Play an outdoor robot game to help children learn more about syllables. Provide several small boxes with holes cut for eyes. Invite children to put a box on their head and pretend to be a robot as they talk in “robot talk.” Encourage children, as you use “robot talk,” to say the names of items with two or more syllables. Example: “Nuan, I see that you are building a spaceship. Tell us about your spaceship like a robot!”

## 3-5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will make an ABAB pattern through movement.



## Key Concepts

**Review:** Pattern



## Materials Needed

None



## Also Promotes

Physical/Health

**BEGIN:** We are learning about patterns. We know that a pattern is something that repeats itself. Today we are going to make a pattern by moving parts of our body.

**EXPLAIN:** We make a pattern with our feet when we walk. Please watch the pattern I make.

[Walk slowly while saying left foot, right foot, left foot, right foot, etc.]

We move in a pattern when we walk. Let's all stand and try it together.

**ACT:** [Walk slowly as children follow your lead. Encourage children to say the pattern as they walk; "left foot, right foot, left foot, right foot."]

Now let's do another pattern by moving our feet. Let's try a heel, toe, heel, toe pattern. Let me show you.

[Slowly demonstrate the pattern with one foot while saying "heel, toe, heel, toe, etc."]

Let's try it together.

[Encourage children to say the pattern as they put their heel and then their toe on the floor. Continue saying and doing the pattern slowly as children follow. Invite children to sit.]

Let's try some patterns with our hands. Let's first clap our hands together once and then tap our knees once. Try it with me. Clap, tap, clap, tap, clap, tap, etc.

[Say and do the pattern slowly as children follow your lead.]

**ASK:** What is another pattern we can do with our hands?

[Try children's ideas. Examples: touching head, touching toes, touching head, touching toes; clapping in front, clapping in back, clapping in front, clapping in back.]

**RECAP:** Today we made patterns by moving some parts of our bodies. What did we do?



### Scaffolding Tips

**Extra support** ■ The emerging coordination skills of some children may provide some challenge in doing the movement patterns. Be flexible and encourage children to say or do as much of the pattern as possible. Ensure that you do each pattern slowly. ■ Children may not be familiar with the word “heel.” Point to its location on your foot. Encourage children to point to the heel of their foot.

**Enrichment** ■ Invite children to create a pattern by using their hands for the first action (A) and their feet for the second action (B). Focus on ABAB patterns. ■ Invite children to make a simple ABAB pattern by slowly hitting a drum and then ringing bells. Continue the pattern as you say, “drum, bells, drum, bells, etc.”

### 123 Center Activity

Provide shapes (pattern blocks) for children to make simple ABAB patterns.



### Family Child Care

School-age children may enjoy making up movement patterns for each other. Encourage them to try more challenging movement patterns, such as: jump, jump, clap, spin, jump, jump, clap, spin.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of physical environments

Children will broaden their understanding of a neighborhood.



## Key Concepts

**Review:** Neighborhood  
Take turns



## Materials Needed

Pictures of center neighborhood places or prepared chart paper (see activity plan)  
6-8 small boxes  
Art materials (see activity plan)  
Precut squares and rectangles (see Be Prepared)



## Also Promotes

Self-Regulation

**Be Prepared:** Today's activity will require additional adult help. You may wish to prepare squares and rectangles for children to use as doors and windows in making box places.

**BEGIN:** We are learning about neighborhoods. Remember, our homes are located in neighborhoods. Our child development center is located in a neighborhood.

**ACT:** Let's think of some of the places that are near our child development center. We will call this our center neighborhood.

*[Display pictures of places taken in your center neighborhood (see Week 11, Day 5). If you were unable to take pictures of your center neighborhood, list places children think of on a chart entitled Places in Our Center Neighborhood.]*

Places in Our Center Neighborhood

**EXPLAIN:** Today we are going to work together in groups to make places that are in our center neighborhood. We will use boxes to make our places. Remember, when we work together we take turns and talk about what we want to do. Each person in the group will help decide how the place you make will look.

*[Organize children into small groups of 3-4.]*

**ACT:** Let's look at our pictures (or chart) of places in our center neighborhood.

*[Display the pictures (or chart) and help each small group decide which place it will make. Provide art materials, such as paper, markers, glue, tape, child-size scissors, crayons, and any other supplies that children might be able to use.]*

*Help groups decorate their places as appropriate. Children will also have an opportunity to work on their neighborhood places tomorrow.]*

**RECAP:** Today we worked together to make places in our center neighborhood. Some groups were able to finish, and some groups are still working. We will share our places when they are all finished.

*[Children will describe their box places in Week 15. Display them in your room if space is available.]*



### Scaffolding Tips

**Extra support** ■ If children seem confused about the idea that their child development center is located in a neighborhood, remind children there are different kinds of neighborhoods. Some neighborhoods have many homes. Some neighborhoods have fewer or no homes. ■ If possible, provide each group with a picture of the place they are making. ■ Help children with cutting and gluing as necessary. Ask questions about the neighborhood place that focus on its characteristics.

■ With another adult, you may wish to use the following guidelines to describe and demonstrate how groups should try to work together:

- Turn-taking (One person colors on the box, and then the next person has a turn.)
- Problem-solving (One person wants the box to be green and the other wants it to be red. What should you do?)

**Enrichment** ■ Encourage children to add characteristics to their neighborhood place, such as signs.



### Center Activity

Provide materials for children to continue working on their box places.



### Family Child Care

Encourage older children in your setting to make a Family Child Care neighborhood book. Ask children to name their favorite place in their neighborhood and then draw a picture of it. Encourage children to write on the bottom of their page what they like most about their favorite place. Combine the pages into a book. Encourage children to share their page of the book with family members at pickup time.

WEEK

14

# Moving Our Bodies



DAY

4

3-5 YEARS

Large/Small Group



## Skill and Goal

### Motor development

Children will pay attention to body movements when running and jogging in place.



## Key Concepts

**New:** Run  
Jogging



## Materials Needed

None



## Also Promotes

Self-Regulation

**BEGIN:** We are learning how to pay attention to our bodies when we move in different ways. Today we will focus on how our body moves when we run.

**ACT:** Let's run in place. Remember, we stay in our own space when we run in place. Listen (or watch) for the signals to start and stop running in place.

*[Offer a "start" signal and encourage children to run in place for a short time. Give a signal to stop movement.]*

**EXPLAIN:** That was great! We stayed in our personal space to run in place. Some of us moved our arms back and forth to help us run.

We move our legs fast when we **run**. Our elbows are bent and our arms swing back and forth. We can run faster when we swing our arms.

Let's run in place again. This time, please focus on how our arms move. Start out with a slower run and then run faster in place. Notice how our arms move faster when we run faster.

**ACT:** *[Offer a start signal and encourage children to run in place. Give a signal again to stop movement. Remind children to run a little faster after they start running.]*

**ASK:** What did our arms do when we started running faster? (moved faster)

**EXPLAIN:** Now let's practice running slower. We will run in place. A slower run is called **jogging**. Let's try jogging in place.

**ACT:** *[Offer a start signal and encourage children to jog in place for a short time. Give a signal to stop movement.]*

**ASK:** We have practiced running and jogging. What is the difference between running and jogging? (move faster when we run)

**ACT:** Now I will say some ways to move our bodies by running or jogging. Try to move your body the way I suggest.

*[Offer a series of requests involving movement combinations suggested below. Demonstrate each request.]*

- Run in place and keep your hands to your side
- Jog in place and keep your hands to your side
- Jog in place taking tiny steps
- Jog in place on your tiptoes

WEEK

14

DAY

4

# Moving Our Bodies *continued*



- ASK:**
- Was it hard to run or jog with your hands to your side? Why?
  - Our whole body moves when we run or jog. What parts of our body move the most? (legs, arms)

**RECAP:** Today we practiced running and jogging. We paid attention to how our arms moved when we ran and jogged.



## Scaffolding Tips

**Extra support** ■ If a child has difficulty running in place, encourage another adult or older child to serve as a guide by running in place next to the child. ■ If children have difficulty keeping their hands to their side when running or jogging, recognize their actions and remind children that our arms usually want to move when we run or jog. Not moving our arms is hard to do.

**Enrichment** ■ Ask children whether it was harder to keep their hands to their side while jogging or running. Why?



## Center Activity

For outside play, invite children to play a version of *Red Light, Green Light*. Add the variation of: green light run, or green light jog. Encourage children to think about their speed when running and jogging.



## Family Child Care

School-age children in your setting may enjoy demonstrating the movement requests.

# 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 S.



## Key Concepts

**New:** 2–3 words  
(see Be Prepared)

**Review:** All words  
introduced on  
Days 1 and 3



## Materials Needed

\*Letter S 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 S card.]

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

Letter S says /s/, just like in the word "syllable." /s/, /s/, syllable. Let's together say /s/, /s/, syllable.

S s

**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

14

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

## Pattern knowledge

Children will identify and make ABAB patterns.



## Key Concepts

**Review:** Pattern  
Simple pattern



## Materials Needed

4 yellow Unifix® cubes  
4 blue Unifix® cubes



## Also Promotes

Physical/Health

**BEGIN:** We are learning about patterns. We know that a pattern is something that repeats itself. This week we looked at and made simple patterns. A simple pattern uses two things that repeat themselves.

**EXPLAIN:** Sometimes we can find patterns on our clothes. Let's see if we have any simple patterns on our clothes today.

**ACT:** [Discuss simple patterns that children may have on their clothing. Patterns may be in stripes, dots, shapes, etc. Encourage children to together say the patterns as you point to the elements of the pattern.]

**EXPLAIN:** [Display four blue and four yellow Unifix® cubes.]

Let's make a simple pattern with these cubes. I have blue cubes and yellow cubes.

**ASK:** What kind of simple pattern could we make with blue cubes and yellow cubes?

**ACT:** [Encourage children to help you assemble the cubes into an ABAB pattern. Invite children to say the pattern together as you point to each element of the pattern.]

**EXPLAIN:** We can make a pattern by moving parts of our body. Let's make some patterns by moving our hands.

Let's first clap our hands high and then clap our hands low. Let's try it together. High, low, high, low, high, low, etc.

[Say and do the pattern slowly as children do the pattern with you.

Invite children to suggest other movement patterns you can try together.]

**RECAP:** We are learning how to find and make patterns. Do you like to make patterns? Why?



## Scaffolding Tips

**Extra support** ■ Use a slower pace to describe patterns for children whose coordination skills are emerging. If a child seems interested, help by holding their hands during practice of a movement pattern.

**Enrichment** ■ Encourage children to look for simple patterns in your classroom. Examples: rug, wall, floor.

WEEK

14

DAY

5

# Making Patterns *continued*

123  
Mathematics

## 123 Center Activity

Provide shapes (pattern blocks) for children to make a pattern “snake” by placing the shapes end to end in a simple pattern.

## Family Child Care

Invite children to make simple patterns during lunch and snack times. Encourage children to make patterns with items, such as crackers and cereal. School-age children may enjoy making patterns with a deck of cards. They may wish to make numeral patterns, suit patterns, color patterns, etc.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of physical environments

Children will strengthen their understanding of places in a neighborhood.



## Key Concepts

**Review:** Take turns



## Materials Needed

Children's neighborhood places (Day 4)

Art materials used on Day 4

Pictures of center neighborhood places or chart (Day 4)

Precut squares and rectangles (Day 4)



## Also Promotes

Self-Regulation

■ **Be Prepared:** Today's activity will require additional adult help.

**BEGIN:** Today we will continue working together in groups to make places in our center neighborhood with boxes. Remember, when we work together we take turns and talk about what we want to do.

Today your group may want to add some items to the outside of your place. Maybe your group would like to add a tree or bushes to the front of your place.

**ACT:** [Help children continue to decorate their places as necessary. Display pictures of your center neighborhood or chart used on Day 4.]

**RECAP:** Today we worked together to make some places in our center neighborhood.



## Scaffolding Tips

**Extra support** ■ Help children with cutting and gluing as necessary. Ask questions about the neighborhood place that focus on its characteristics.

**Enrichment** ■ Encourage children who have finished their place to offer to help those still working.



## Center Activity

Provide materials for children to continue working on their box places.



## Family Child Care

Provide props that are similar to what is available in neighborhood places. Examples: Create a post office in your writing center, create a restaurant in your housekeeping center, create a library in your book center. Encourage children to visit different areas in your "neighborhood" throughout the day.

WEEK

14

# Moving Our Bodies



DAY

5

3-5 YEARS

Small Group



## Skill and Goal

### Motor development

Children will change their direction of jogging when they hear a prompt (zag).



## Key Concepts

**Review:** Jogging  
Activity space



## Materials Needed

None



## Also Promotes

Self-Regulation

**BEGIN:** Yesterday we practiced running and jogging in place. What is jogging? (running slowly)

**EXPLAIN:** Today we are going to play a game that involves jogging. We will play the game in our activity space. Remember, our activity space is the area of our classroom (and the outside area) we can use for physical activities.

**ASK:** How can we stay safe when we play our game?

[Encourage discussion about movement safety: watching where we are jogging, keeping a distance from others, jogging only in the activity space, listening for the signal, and other ideas children have for staying safe.]

**EXPLAIN:** Before we start our game, let's make sure we can jog safely in our activity space. I will give the signal to start jogging. Please jog around our activity space one time and come back to your place. Remember the ways we can stay safe while jogging.

**ACT:** [Offer a "start" signal. Jogging in a large circle is best. Acknowledge children's efforts to stay safe.]

**EXPLAIN:** The game we are going to play today is called *Zig Zag*. We start jogging in one direction when I say "zig" and then change our direction when I say "zag." We go the opposite direction when I say "zag."

Let me show you.

[Demonstrate switching jogging direction when you say "zag."]

Remember, we will start jogging around our activity space when I say "zig."

**ASK:** What do we do when I say "zag"? (change direction)

**ACT:** [Say "zig" for children to start jogging. At different intervals, say "zag" as a signal for children to change direction. Provide a "stop" signal when appropriate.]

**RECAP:** Today we practiced our jogging skills by playing the *Zig Zag* game. We started jogging when we heard "zig" and we changed directions when we heard "zag."

WEEK

14

DAY

5

# Moving Our Bodies *continued*



## Scaffolding Tips

**Extra support** ■ If a child has difficulty switching directions, offer an adult or child partner. It also may help to use the word “switch” instead of “zag.”

**Enrichment** ■ Vary the amount of time children jog in one direction. ■ With one of the “zag” requests, ask children to keep their hands to their side when they jog in the opposite direction.



## Center Activity

While outside, invite children to continue to play the game by running instead of jogging. Other options include galloping, walking, or marching. Invite children to take turns saying “zag.”



## Family Child Care

If an activity space is not available, play the game in children’s personal space. Children face the opposite direction to jog in place when they hear “zag.”

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood*. Champaign, IL: Human Kinetics.