

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 words into syllables (Days 2, 4)
- How to put syllables together into a word (Day 4)
- The name, sound, written form, and uses of the letter P (Days 2–5)

123

Mathematics

Making Patterns

- How to make simple patterns with pictures of boys and girls, colors, and shapes (Days 1, 5); beads on a bracelet (Day 2); shapes on a crown (Day 3); and bingo dotters (Day 4)

Self-
Regulation**Focusing & Remembering**

- How to follow requests by listening and remembering
 - *The Freeze Game* (Day 1)
- How to follow requests by listening and watching
 - *Sleeping, Sleeping, All the Children Are Sleeping* game (Day 2)

Social-
Emotional**Understanding Feelings**

- When we feel shy, we may feel a little worried about new places or being with people we do not know (Day 3)
- How we can help someone who is feeling shy (Day 3)

Social
Studies**Exploring Where We Live**

- Describing our neighborhood box places (Day 4)
- Identifying the location of our center and places in our center's neighborhood on a map (Day 5)



Science

Exploring Living Things

- How parts of a plant help the plant to live (Days 1, 2)
- Identifying and representing parts of a plant (Day 2)
- Seeds need sunlight, water, and soil to grow (Day 3)

Physical/
Health**Moving Our Bodies**

- Changing the speed and direction of our jogging (Day 4)
 - *Hungry Hippo* game
- Practicing our jogging and walking skills (Day 5)
 - *Fill the Bucket* game

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 S.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter S 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 S card.]

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

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

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

S s

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 strengthen their understanding of an ABAB pattern.



Key Concepts

Review: Simple pattern



Materials Needed

Chart paper

Black marker

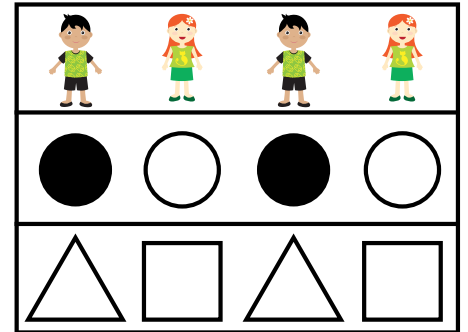
*Boy and girl cutouts for chart

*Printables provided

BEGIN: [Display chart paper and boy and girl cutouts.]

Today we are going to make a boy-girl pattern on this chart. This will be a simple pattern. We know that a simple pattern uses two things that repeat themselves.

- ASK:**
- What two things do we use for a boy-girl pattern?
 - Do we want to begin with a picture of a boy or a picture of a girl?



ACT: [Place a boy or girl cutout on the left side of the chart.]

Then we add a second thing, which is a _____.

Next we add one of the first things again.

What should we add?

Finally we add one of the second things again. What should we add?

[Point to and say the pattern after you finish placing cutouts on the chart.]

EXPLAIN: We can make other kinds of simple patterns. Let's make one with colors. We can make a black-white pattern.

ACT: [Use a black marker to draw four circles directly under the boy-girl pattern on the chart. Color the first circle black and leave the second circle unfilled so it remains white.]

So far we have a black circle and a white circle.

What color comes next in our simple pattern? (black)

Let's color the circle black.

What comes next in our pattern? (white)

Let's leave this circle white.

[Point to and say the pattern again.]

EXPLAIN: Let's make one more simple pattern. We can use two different types of shapes.

ASK: What shapes should we use? (triangle, square, rectangle)

[Restate the two shapes selected by children.]

ACT: Let's draw the pattern on our chart.

- What shape should come first?
- What shape should come next?

[Continue drawing an ABAB pattern with shapes on the chart. Once you've drawn the pattern, encourage children to say the pattern aloud.]

RECAP: Today we learned more about patterns that use two different things. We made simple patterns with pictures of boys and girls, colors, and shapes.



Scaffolding Tips

Extra support ■ Say a pattern slowly as you point to each element. ■ After completing the boy-girl pattern on the chart, invite four children to stand in an ABAB pattern as shown on the chart.

Enrichment ■ Invite children to suggest other items to use in creating a simple pattern. Example: "What two other things could we use to make a simple pattern? What could come first in the pattern? What would come next?"

123 Center Activity

Provide colored craft sticks and Unifix® cubes. Encourage children to put the cubes in an ABAB pattern. Then encourage children to copy the cube pattern while using the sticks.



Family Child Care

Point out to children simple patterns you make throughout the day. Examples: doll, truck, doll, truck or cracker, cheese cube, cracker, cheese cube. Encourage children to look for simple patterns outside.

WEEK
15

DAY
1

Focusing & Remembering



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will regulate their behaviors in response to changes in aural prompts.



Key Concepts

Review: Freeze



Materials Needed

Song with a fast tempo and slow tempo (see Be Prepared)
Music player

Be Prepared: Suggested song with both fast and slow tempos: "Bop 'Til You Drop" on the CD *Kids in Action* by Greg and Steve.

If time permits, offer *Orange Circle, Purple Circle* from Week 13, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Orange Circle, Purple Circle* from Week 13, Day 2. 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. When we play this game, we freeze! What does it mean to freeze? (stop what we are doing and hold our body in the position it is in)

ASK: How do we play *The Freeze Game*?

EXPLAIN: We dance to music and then freeze when the music is turned off.

Let's try it again!

ACT: [*Play music and encourage children to dance as you dance. Then stop the music and freeze. Encourage children to do the same. Play the game for several minutes.*]

When we played the game before, we danced slowly to a slow song and danced quickly to a fast song. Let's try it again!

[*Play a fast song and encourage children to dance quickly. Then play a slow song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place.*]

Now let's change the game a little bit. This time when we hear slow music, we will dance quickly. When we hear fast music, we will dance slowly.

How will we dance when we hear slow music? (quickly) How will we dance when we hear fast music? (slowly) Let's try it!

[*Play a slow song and encourage children to dance quickly. Then play a fast song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place. Continue as long as time permits.*]

RECAP: Today we played *The Freeze Game* 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 game? (listened to music)
- Why did we need to pay close attention? (because the music changed)



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 a reminder of how to dance after the rules have been changed to the second game, say “fast” or “slow” if necessary. ■ As always, 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.

Enrichment ■ Invite children to try another rule change for *The Freeze Game*: Dance quickly to slow music and slowly to fast music. When the music stops, do the movement an adult is doing.



Center Activity

Invite children to continue playing *The Freeze Game*. Provide music and encourage children to take turns turning the music on and off.



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 how the parts of a plant help it live.



Key Concepts

New: Plant
Stem
Leaves
Flower
Seed

Review: Nutrient
Roots



Materials Needed

*1 picture as shown

*Printables provided

BEGIN: [Display picture of a flowering plant.]

This is a plant. A **plant** is a living thing that grows in soil or water.

EXPLAIN: Plants have different parts. Today we will talk about the parts of a plant and how each part helps the plant to live and grow.

ASK: Are there any plants at your house or yard or maybe at the house of someone you know? What are the plants like?

[If your classroom has a plant, encourage children to describe it.]

EXPLAIN: We know that all living things need food. We also know that living things grow and can make other things like themselves. And we know that living things breathe. Air goes into and out of living things when they breathe.

ASK: Where does air come into our own bodies? (nose, mouth)

EXPLAIN: Plants do not have a mouth and a nose. Plants breathe through small holes on the stem and leaves. Remember, we cannot see the holes because they are very, very small. The **stem** of a plant is the main part that grows from the ground. The **leaves** of a plant are the thin, flat parts of the plant.

[Point to the stem and to the leaves in the picture as you describe each.]

A plant also has some other parts that help it live.

[Point to the flower on the plant in the picture.]

This is the flower. A **flower** is the part of a plant that makes seeds. A **seed** is a small part of a plant that can grow into a new plant.

Remember, a plant uses sunlight, water, and important nutrients from the soil to make food. We know that a nutrient is something that helps a living thing to grow. The plant uses its roots to get these nutrients from the soil. Usually we do not see the roots because they are in the soil.

[Point to the roots in the picture. Point to the stem and leaves as you describe each.]



WEEK

15

DAY

1

Exploring Living Things *continued*



The water and nutrients move from the roots, up the stem, and into the leaves. The sun helps the plant make its own food in the leaves.

RECAP: Today we learned about the parts of a plant. Different parts of a plant help it to live.



Scaffolding Tips

Extra support ■ Display small seeds for children to see and touch. ■ Some children may benefit from a brief review of information and pictures presented in prior activity plans on plants (Week 12).

Enrichment ■ Remind children that plant pores are the small holes in a plant that allow air to come into and go out of the plant.



Center Activity

Provide a non-toxic plant with exposed roots. Encourage children to explore the plant with magnifying glasses and draw pictures of the plant in their science journals. If you have a spider plant in your classroom, place one of the small plantlets in a cup of water. Encourage children to check on the plantlet daily, as its roots begin to grow.



Family Child Care

Invite children to help plant a real plant inside or outside.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The Scientific Literacy Project. Retrieved from: <http://www.purduescientificliteracyproject.org/>



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will segment a word into syllables.
Children also will identify and name the letter P.



Key Concepts

Review: Syllable
Pattern



Materials Needed

Basket
Items for counting syllables (see Be Prepared)
Chart paper
Marker
*Letter P card
Children's name cards
List of children's first names for display to children

*Printables provided

Be Prepared: Collect up to 10 items from the classroom that differ from one another in the number of syllables in their name. Examples: book, ball, box, block, pencil, crayon, paper, marker, dinosaur, banana, tomato, envelope. Place items in a basket.

BEGIN: We are learning about syllables. What is a syllable? (part of a word) We know how to divide our names into syllables. Today we will divide other words into syllables.

EXPLAIN: I have a basket of items from our classroom. I am going to pull an item from the basket and write its name on our chart. I will write the name of the item so we can see its syllables.

[Pull one item from the basket and say its name. Write the word on a chart with a dot(s) between each syllable. Example: cray-on. Say the name again as you speak slowly and divide it into syllables while clapping once for each syllable.]

Lead children in first saying the word and then clapping once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.]

ACT: Now we will see what else is in our basket!

[After you pull an item from the basket, encourage children to first say the name of the item in unison. Then write the name of the item on the chart with a dot(s) between each syllable. Say the name again as you speak slowly and divide it into syllables while clapping once for each syllable. Then, encourage children to join you in clapping the word's syllables. Remember to use slow and deliberate claps. Continue with remaining items as time permits.]

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

[Display letter P card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase P.

We can also write the letter P like this.

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

This is a lowercase p.



We are learning about patterns. Remember, we used shapes to make patterns. We know that a pattern is something that repeats itself.

The word “pattern” begins with the letter p. I will write this word on our chart. I am going to write the word “pattern” with a lowercase (small letter) p.

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

Let’s all say the word “pattern.”

[Invite a volunteer child to point to the letter p in the word “pattern.”]

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

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

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

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

RECAP: Today we clapped the syllables in the names of some things in our classroom.

We also learned about the letter P. What is a word that begins with the letter p? (pattern)



Scaffolding Tips

Extra support ■ Point to each part of the word on the chart, divided into syllables, as you say the word slowly.

Enrichment ■ Include classroom items with longer names, such as “alligator,” “helicopter,” and “binoculars.” ■ Invite children to determine the number of syllables in each word. ■ Invite children to pull an item from the basket and clap its syllables.

WEEK

15

DAY

2

Understanding Letters *continued*



Language/
Literacy



Center Activity

Provide the basket of items used in today's activity. Invite children to choose an item from the basket and clap its syllables.



Family Child Care

Encourage children to clap the syllables in family members' names at pickup time.

The syllable activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, L., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

3-5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will duplicate and extend an ABAB pattern.



Key Concepts

Review: Simple pattern



Materials Needed

Pipe cleaners—1 per child (see Be Prepared)

Beads—14 per child (2 different high-contrast colors)

Beads—20 per child (2 different shapes)
(Enrichment tip)

Be Prepared: Today's activity uses pipe cleaners to make a pattern bracelet. To help ensure that children are not scratched when wearing their bracelet, bend back the ends so they are smooth. Yarn can be used as an alternative to pipe cleaners. If using yarn, tape the ends to make stringing easier and to prevent fraying.

BEGIN: Yesterday we practiced making simple patterns. We know that a simple pattern uses two things that repeat themselves.

Today we are going to make a bracelet with beads using a simple pattern. Have you ever made a beaded bracelet?

ACT: *[Give each child a pipe cleaner and a handful of beads representing two different colors.]*

We are going to make a pattern with two different colors of beads. Please watch as I show you.

I have (color) beads and (color) beads. I will start the pattern with a (color) bead. What color of bead should come next in the pattern?

[Demonstrate by stringing the pipe cleaner with six beads using a simple ABAB pattern.]

Now each of us can make the same pattern with our beads!

[Observe (and help if necessary) as children recreate the pattern you made on their own pipe cleaners. Example: "Which color will come next in the pattern?"]

Encourage children to extend the pattern by adding 6–8 more beads. When they have finished, say the pattern together as children point to the beads. Close the pipe cleaner to form a bracelet for each child to keep.]



RECAP: Today we practiced making simple patterns by making bracelets with beads.



Scaffolding Tips

Extra support ■ Some children may find it easier to make their bead pattern on the table before stringing it on their bracelet. ■ If children have difficulty extending the pattern by adding 6–8 more beads, point to the beads in the completed portion of the bracelet and ask them to say the pattern with you.

Enrichment ■ Create a pattern similar to the one created on the bracelet but make a deliberate error. Example: Follow a blue bead with another blue bead instead of a red bead. Encourage children to find the mistake. ■ Invite children to make their own ABAB patterns on another pipe cleaner with two different shapes of beads. Example: stars and circles.

123 Center Activity

Provide shapes (pattern blocks) and several ABAB shape pattern examples for children to use in making their own patterns.



Family Child Care

School-age children may enjoy making more challenging patterns with items found outdoors. Encourage children to find the missing item in a more challenging pattern you make. Example: leaf, rock, rock, stick, leaf, rock, __, stick. What is missing?

Focusing & Remembering



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

Review: Focus



Materials Needed

*2 pictures as shown

3 circles with animal pictures (see Be Prepared)

3 different circles with 3 different animal pictures (see Enrichment tip)

*Printables provided

Be Prepared: Tape the picture of a tiger on a red circle and the picture of a fish on a blue circle. Keep the tape loose because the pictures will be removed during the activity. You will also need a blank yellow circle (no animal picture taped to it).

If time permits, offer *The Freeze Game* from Week 15, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *The Freeze Game* from Week 15, Day 1. The game for today may be less challenging when offered again at a later point.

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

Today we will play a game we've played before. We will play *Sleeping, Sleeping, All the Children Are Sleeping*.

EXPLAIN: Remember, in the *Sleeping, Sleeping* game we pretend we are sleeping on the floor. I will sing a song while we pretend to sleep. The song goes like this:

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

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

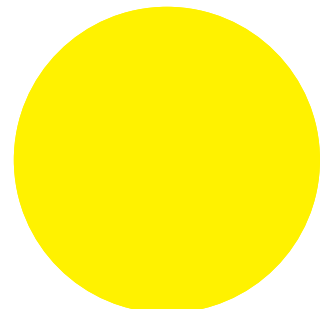
ACT: [*Encourage children to lie in a sleeping position. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, encourage them to stand up and pretend to be the named animal. Try this 2–3 times.*]

Now we will play the game a little differently. This time we will use colored circles with animal pictures on them.

[*Display each circle as you describe it.*]

EXPLAIN: I have a red circle with a tiger on it and a blue circle with a fish on it. When I hold up the red circle, we will act like tigers. When I hold up the blue circle, we will act like fish. I also have a yellow circle with nothing on it.

When I hold up the yellow circle I will choose a different animal each time. Let's try it!





ACT: *[Encourage children to lie in a sleeping position again. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to act like the pictured animal. Try not to say what the animal is, however. Encourage children to look at the visual cue. When you hold up the yellow circle, say any animal you wish except a tiger or a fish. Try this 2–3 times.]*

This time I am going to remove the pictures from the circles (or use the side without the animal picture). Each time I hold up a circle, we need to act like the animal that was on the circle before I removed the animal picture.

- We need to remember the animal that was on each circle.
- What animal was on the red circle? (tiger)
- What animal was on the blue circle? (fish)
- What animal was on the yellow circle? There was no animal on the yellow circle!
- I will choose a different animal each time.

Let's try it!

[Encourage children to lie in a sleeping position again. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to act like the animal that was previously on the circle. When you hold up the yellow circle, say any animal you wish except a tiger or a fish. Try this 2–3 times. Play as long as time permits.]

RECAP: Today we again played *Sleeping, Sleeping, All the Children Are Sleeping*. We changed the rules of the game.

- What parts of our body did we use to pay close attention during this game? (eyes, ears)
- During the game we moved like animals. What things changed during the game? (moved like different animals each time, used colored circles)
- What would happen if we didn't watch or listen carefully during the game? (we wouldn't know which animal to pretend to be)



Scaffolding Tips

Extra support ■ If children need additional assistance in remembering the animal previously on the colored circle, say the animal name when you hold up the circle. ■ 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.

Enrichment ■ If children easily understand the rule changes, ask children to be a baby of the animal previously pictured. Example: After you've held up the red circle, encourage children to act like a baby tiger. ■ Invite children to try another rule change for *Sleeping, Sleeping*: Use three different animals on colored circles (snake, butterfly, dog).



Center Activity

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



Family Child Care

Send the new rules home for the game and encourage children to explain the changes to family members at pickup time.

WEEK

15

DAY

2

Exploring Living Things



Science

3-5 YEARS

Large Group



Skill and Goal

Knowledge of living things

Children will strengthen their understanding of basic parts of a plant.



Key Concepts

Review: Plant
Seed
Stem
Leaves



Materials Needed

- *1 picture as shown
- Science journals
- Drawing tools
- *Printables provided

Be Prepared: Today's activity will take place outside. If inclement weather or other factors prevent you from going outside, adjust this activity for an indoor setting. Use books and pictures of plants for children to explore if you remain indoors.

BEGIN: Yesterday we learned how the parts of a plant help the plant to live and grow. We know that a plant is a living thing that grows in soil or water.

[Display picture of a plant used on Day 1. Point to parts as you describe each.]

We know that plants get water and nutrients with their roots. The nutrients and water travel up the stem to the leaves. Plants use sunlight to make food in their leaves.

ACT: Let's go outside to find some plants! We will take our science journals so we can draw plants that we see.

[Take children outside to find and explore plants. Encourage exploration with questions such as the following:]

- Where are the leaves on the plant?
- Does this plant have a stem?
- Do we see any seeds?
- Can we see the roots of the plant?
- Where are the roots? (in the soil)

RECAP: Today we looked for plants outside and talked about their parts. Please tell us about a plant you found!



Scaffolding Tips

Extra support ■ As children find plants help them identify each part, if necessary. Example: "Robin, can you find the thin, flat parts of the plant? These are the leaves."

Enrichment ■ Ask children to compare the plants they saw. Were the leaves of the plants different? Were they all the same size? Color? Shape?

WEEK

15

DAY

2

Exploring Living Things *continued*



Science



Center Activity

Fill the sensory table or tub with potting soil. Provide children with silk plants and flowers, small shovels, an empty watering can, pots, and other items. Encourage children to pretend they are planting the flowers and plants.



Family Child Care

As children find plants, you may want to dig up a small plant to take a better look at the roots. Return the plant to its location.



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 P.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter P 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 P card.]

What is the name of this letter?

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

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

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

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

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

WEEK

15

DAY

3

Understanding Words *continued*



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

Be Prepared: Invite another adult to join you in helping each child make a crown decorated in a simple pattern of shapes.

3-5 YEARS

Large Group



Skill and Goal

Pattern knowledge

Children will strengthen their understanding of how to duplicate and extend an ABAB pattern.



Key Concepts

Review: Simple pattern



Materials Needed

Small circle, triangle, rectangle, and square construction paper cutouts—6–8 per child
Strip of paper for crowns—1 per child
Glue sticks—1 per child



BEGIN: We can make patterns out of many kinds of things. Today we are going to make a pattern crown! We will make our pattern crown with shapes.

EXPLAIN: Let me show you how we can make our crowns.

[Display a 2-inch x 18-inch strip of paper and small shape cutouts (circles, squares, rectangles, triangles).]

We will choose two different shapes to make the simple pattern on our crown. I am going to choose circles and triangles for my crown. To make our pattern, we will start with the first shape, then add a different shape, and then add the first shape again.

ACT: *[Begin the pattern by gluing a circle to the left end of the strip of paper. Then glue a triangle next to the circle.]*

As you continue the pattern, ask children what will come next. Continue until the pattern reaches the other end of the crown. Point to each shape in the pattern as children say the pattern with you.

Invite children to select two shapes to use for their pattern. Children will need 3–4 of each shape cutout. Help by pointing to and saying the pattern, if necessary. When the pattern is complete, invite children to point to each shape as you say the pattern together. As each child finishes, staple the crown so it fits snugly on his/her head.]

RECAP: Today we made pattern crowns. How many different shapes did we use in our simple pattern? (two) Who would like to tell us the pattern on your crown?



Scaffolding Tips

Extra support ■ Remind children that a simple pattern uses two things that repeat themselves.

■ Explain that a crown is something we can wear on our head like a hat. Children may be familiar with crowns worn at some birthday parties. ■ Some children may find it easier to make their shape pattern on the table before gluing it to their crown. ■ If children need additional experience in making simple ABAB patterns, invite them to touch the pattern as you say it. Say each pattern slowly as children say the pattern with you.

Enrichment ■ Invite children to make another crown by drawing two shapes in a simple pattern.

123 Center Activity

Provide glue sticks and two different colors of construction paper strips to make paper chains.

Demonstrate how to make a paper chain in an ABAB pattern by linking loops of paper. Invite children to create an ABAB pattern with two different colors of paper strips.

Children may want you to connect the chains and hang them in the room.



Family Child Care

With mixed-age groups, pay close attention to children's mastery of items included in a pattern.

Younger children may benefit from work with basic items (different colors, same shape with different colors), whereas older children may prefer to work with a wider range of items (different shapes with different colors).

WEEK

15

DAY

3

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel shy.



Key Concepts

New: Shy

Review: Emotion
Friendly



Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

*5 pictures as shown

*Printables provided

BEGIN: Who would like to remind us of what an emotion is? (the way we feel inside) Watch me carefully to see if you can guess what emotion I am pretending to feel.

[*Sit in a chair with your hands over your face. Peek between your fingers.*]

ASK: What do you think I may be feeling?

EXPLAIN: I am feeling shy. When we feel **shy**, we may feel a little worried about new places or being with people we do not know. We might hide our face or hide behind a parent when someone talks to us. Almost everyone feels shy sometimes. It's okay to feel shy.

ACT: Let's listen to what our book, *The Way I Feel*, tells us about feeling shy.

ASK: [*Display book page on feeling shy.*]

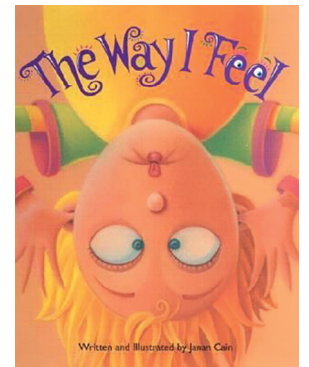
How can we tell the girl in our book feels shy? (hiding behind her mom)

EXPLAIN: Now let's take a look at our poster and see if we can find the child who is feeling shy.

ACT: [*Invite children to point to the child on the poster who looks shy. Discuss facial features and body postures that children associate with being shy.*]

EXPLAIN: There are many reasons we might feel shy. We might feel shy when we go somewhere new or when we don't know people we meet. We might feel shy when we are in a new place.

Let's look at some pictures of a boy named Bayne. Bayne was feeling shy about going to a different child development program.



[Display picture of child lying on his bed.]

Bayne's tummy hurt the night before the first day at a different program. He was excited, but also a little worried, because everything was going to be new for him at the program.



ASK: Have you ever had a tummy ache when you were going to a new place or meeting new people? What was it like?

[Display picture of child sitting on his mother's lap.]

EXPLAIN: Bayne felt much better after he talked to his mom about how he felt. Talking to a parent or another adult can help us when we are worried about something new.



[Display picture of child standing behind his mother.]

Bayne felt shy when it was time to meet his new teacher. Sometimes meeting someone new can make us feel shy.

ASK:

- What does Bayne's face look like? (frowning, sad)
- Where is Bayne standing? (behind his mother)

EXPLAIN: Let's look at a picture of Bayne at circle time in his classroom. He was feeling shy again.



[Display picture of child standing during circle time.]

Bayne felt shy about joining the group. He didn't know any of the other children. Sometimes we feel shy when we are somewhere new and we don't know any of the people.

We can help someone who is feeling shy by being friendly to them. We know that being friendly means being nice to someone.





ASK: How could other children and adults be friendly to Bayne and help him feel better about being in a different program? (ask to sit with him, ask him to play, show him some toys or a center)

[Display picture of child being friendly to Bayne.]

RECAP: Today we learned what it means to feel shy. We also talked about how we can help someone who is feeling shy. Almost everyone feels shy sometimes. It's okay to feel shy.



Scaffolding Tips

Extra support ■ To help children understand what it means to feel shy, compare the child on the "Our Feelings" poster who appears shy to another child on the poster who represents a contrasting emotion. Engage children in a discussion of how the two faces are different.

Enrichment ■ Ask children to describe another time when a person might feel shy.

Center Activity

Provide *pictures used in today's activity and puppets. Encourage children to describe the boy who is feeling shy in each picture. Use the puppets to be friendly to someone who is feeling shy.

*Printables provided

Family Child Care

Using the *pictures, encourage older children in your setting to tell a story to younger children about the boy who was shy.

*Printables provided



3-5 YEARS

Large Group



Skill and Goal

Knowledge of living things

Children will understand that seeds need sunlight, water, and soil to grow.



Key Concepts

Review: Flower
Seed



Materials Needed

The Tiny Seed by Eric Carle



Also Promotes

Language/Literacy

BEGIN: [Display book cover.]

Let's look at the cover of our book. What do you see? (flower, leaves)

We know that a flower is the part of a plant that makes seeds.

EXPLAIN: Today we will read this book to learn more about seeds. The book is called *The Tiny Seed*. Eric Carle is the author and illustrator of our book.

[As you read the book, pause to describe illustrations and respond to children's questions.]

Our book told us that the tiny seed needed three different things to grow into a new plant. The seed needed soil, water, and the sun.

- ASK:**
- How did the tiny seed get water? (rain)
 - What would happen to the tiny seed if it did not have soil, water, and sun? (it would not grow)

EXPLAIN: Some of the seeds in our book did not grow.

ASK: [Go through the book and point to seeds that did not grow.]

Why didn't some of the seeds grow? (the sun burned one, one landed on the ice, one fell into the water, one landed in the desert, a bird ate one, a mouse ate one)

RECAP: Today we learned that seeds need three things to grow. What are the three things a seed needs to grow? (sunlight, water, soil)



Scaffolding Tips

Extra support ■ If children have difficulty remembering the three things a seed needs in order to grow, show pictures of each thing in the book as you describe it.

Enrichment ■ Ask children if they have ever seen a garden growing. Invite children to describe the garden.

WEEK

15

DAY

3

Exploring Living Things *continued*



Science



Center Activity

Provide a bowl or tub filled with various kinds of seeds. Also provide smaller cups or bowls and encourage children to sort the seeds.



Family Child Care

Invite children to plant some seeds. As the plants grow, point out the similarities and differences.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will blend syllables into a word.
Children also will understand the name and sound of the letter P.



Key Concepts

Review: Syllable



Materials Needed

Last name cards (see Be Prepared)
*Letter P card
*4 letter P picture cards
Chart from Day 2
Children's letter journals
Writing tools—1 per child
List of children's first names for display to children

*Printables provided

Be Prepared: Prepare for each child a card with his/her last name divided into spoken syllables with dots. If a child has only one syllable in his/her last name, his/her card will not have a dot. Also prepare a name card for demonstration purposes, using a two-syllable last name of someone known to the children. Print the last name divided by spoken syllables.

BEGIN: [Arrange children so they are sitting in a circle.]

We know that parts of a word are called syllables. Let's think about the syllables in the word "di-no-saur."

[Say *di-no-saur* slowly while clapping once for each syllable. Then lead children in first saying the word and then clapping once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.]

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

I am a robot. Can you help me?

[Display the demonstration card. Enunciate each syllable slowly in "robot talk." Pause briefly between syllables.]

I see a last name of someone we know. The name is _____.

What name do I see?

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

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

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

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

[Display letter P card.]

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



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

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

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

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

ASK: What is our word that begins with the letter P? (pattern)

ACT: The letter P says /p/, just like at the beginning of the word "pattern." /p/, /p/, pattern. Let's say that together: /p/, /p/, pattern.

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



[Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says pig. The letter p 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 P and write them on our chart. Remember, the letter P says /p/, /p/.

[Help children by suggesting other words that begin with p. Examples: pin, pants, pop, past.]

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

We use two lines to make an uppercase P. One line is straight and tall and the other line is curved.

[Give each child his/her letter journal.]

Understanding Letters *continued*



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

RECAP: Today we listened to the syllables in our last names in “robot talk.” Then we put the syllables together to say someone’s last name.

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



Scaffolding Tips

Extra support ■ If children are unsure of the last name you are saying, repeat the syllables in the last name or say the first part of the last name and encourage the child to complete the word. Example: “I will say the first part of the last name with my robot voice. Then you say the rest of the word. Her-nan.” ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter. ■ If you anticipate it will be too challenging for some children to blend syllables in their last name (long name, two last names, etc.), use their first name for the activity.

Enrichment ■ Add more challenge to the task of blending syllables by not holding up a child’s last name card when you say the last name in “robot talk.” ■ After saying the syllables of a last name slowly, invite children to tell the number of syllables. Repeat the last name, if appropriate. Children may enjoy using “robot talk.” ■ Ask children to clap and count the syllables in 2–3 P words listed on the letter P chart. ■ If a child indicates his/her name begins with a P that does not have a /p/ sound (examples: Phillip, Phoebe), explain that some letters make more than one sound. Example: “Some letters make more than one sound. P is one of those letters. You are right, your name starts with the letter P and it sounds like (initial sound of child’s first name).” ■ Some children may be interested in your demonstrating and describing how to make a lowercase p. Example: “A lowercase p looks like an uppercase P, but it is smaller.”



Center Activity

Encourage children to pretend to be robots in the housekeeping center. Provide boxes with holes cut out for eyes. Encourage children to use “robot talk” to say the names of items as they play.

WEEK

15

DAY

4

Understanding Letters *continued*



Language/
Literacy



Family Child Care

Encourage children to think about syllables in words as they play outdoors. Say a word and encourage children to jump its syllables. Older children may enjoy thinking of longer words that have many syllables and counting the syllables as they jump!

The syllable activity is informed by the following source: Reading Rockets (n.d.). Blending and segmenting games [Online forum]. Retrieved from http://www.readingrockets.org/strategies/blending_games

3-5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will strengthen their understanding of how to duplicate and extend an ABAB pattern.



Key Concepts

Review: Pattern



Materials Needed

Bingo dotters—2 per child (2 different high-contrast colors)

Paper—1 per child



Optional Reading

Beep Beep Vroom Vroom
by Stuart J. Murphy

BEGIN: We are practicing how to make a simple pattern. What is a pattern? (something that repeats itself) Yesterday we used shapes to make a pattern on a crown.

Today we will use bingo dotters to practice making a pattern.

ACT: [*Give each child two different-colored bingo dotters and a piece of paper.*]

We are going to make a pattern with two different colors of bingo dotters. Please watch as I show you.

I have a (color) bingo dotter and a (color) bingo dotter. I will start the pattern with the (color) bingo dotter. What color bingo dotter should come next in the pattern?

[*Demonstrate by using the two bingo dotters to make a simple ABAB pattern.*]

Invite children to recreate the pattern you made on their own paper.

Encourage children to extend the pattern by adding 6–8 more dots. When they have finished, say the pattern together as children point to the colored dots.

If time permits, encourage children to make a different simple pattern using two different colors of bingo dotters.]

RECAP: Today we practiced making a simple pattern with bingo dotters. Who would like to tell us your pattern?



Scaffolding Tips

Extra support ■ As appropriate, say the pattern out loud or to individual children and/or ask which color comes next.

Enrichment ■ Create a pattern similar to the example pattern but make a deliberate error. Example: Follow a blue dot with another blue dot instead of a red dot. Encourage children to find the mistake.

WEEK
15

DAY
4

Making Patterns *continued*



123 Center Activity

Provide bingo dotters and paper at the easel. Encourage children to choose two colors of bingo dotters and make simple patterns.

Family Child Care

Encourage school-age children to draw a picture that contains a pattern.



WEEK
15

DAY
4

Exploring Where We Live



Social
Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will describe a neighborhood place they made with a box in a small group activity.



Key Concepts

Review: Neighborhood
Describe



Materials Needed

Box places made in Week 14



Also Promotes

Language/Literacy

BEGIN: We are learning about neighborhoods and the places we might find in a neighborhood. Remember, our neighborhood includes all of the places near our home. Last week we used boxes to make some of the places in our center's neighborhood.

EXPLAIN: Today we are going to describe the places we made. Each group will take a turn. We know that when we describe something we tell others about it. When our group describes the place we made, we will take turns describing parts of our place.

ASK: Which group would like to describe their place first?

- ACT:**
- *[Invite groups to describe their box place. Encourage group members to take turns describing the characteristics of their place. Also, encourage group members to describe how the place helps the neighborhood. Example: "A fire station helps the neighborhood because the firefighters keep people safe when there is a fire."]*
 - *Invite other children to ask questions about the place. Remind children to be good listeners when someone is describing. If children seem nervous or reluctant to describe their box place, indicate that it is okay to feel this way. See Extra support tip for children who do not wish to participate in describing their place.]*

RECAP: Today we described our neighborhood box places. We took turns with other people in our group to describe the characteristics of our place and how our place helps the neighborhood.

Scaffolding Tips

Extra support ■ If children do not wish to help describe their box place, encourage them to hold it while another group member helps describe it.

Enrichment ■ Invite children to tell others about a time they may have visited a neighborhood place described today.

Center Activity

In the block center, encourage children to make neighborhood places with blocks.

WEEK

15

Exploring Where We Live *continued*



Social
Studies

DAY

4



Family Child Care

Encourage family members to visit neighborhood places and take pictures of children as they visit each neighborhood place. Invite children to share with others their experiences and pictures of their visits.

WEEK
15

DAY
4

Moving Our Bodies



3-5 YEARS

Small Group

(see Be Prepared)



Skill and Goal

Motor development

Children will change the speed and direction of their jogging.



Key Concepts

Review: Jogging



Materials Needed

Large round container

*Hippo face as shown

Bases—1 per child (see Be Prepared)

Beanbags—5 per child

Masking tape or hula hoop



Also Promotes

Self-Regulation

*Printables provided

Be Prepared: Affix the provided hippo face to the round container.

Create a six- to eight-inch perimeter around the container with a hula hoop or tape. Spread bases around the room. Options for bases include small cones or carpet squares. Place five beanbags at each base. The game works best with a small group of about five children who take turns jogging to the hippo. You can stagger the start times (so children are at different points in jogging to/from the hippo) or invite one child at a time to jog, with other children watching while waiting for their turn.

BEGIN: Last week we jogged in different directions when we played the *Zig Zag* game. Remember, jogging is when we run slowly.

EXPLAIN: Today we are going to jog as we play a game called *Hungry Hippo*.

[Display hippo.]



Our pretend hippo is very, very hungry. We are going to try to feed him as quickly as we can.

Listen carefully as I describe how the game works.

- Each of us will have a base where we will place our pretend hippo food.
[Point to base and beanbags.]
Our bases will be in different parts of the room.
- We will start at our base and pick up one beanbag (hippo food) and jog to our hippo.
- We want to jog slower when we get near the tape that is around our hippo. We do not want to bump into the hippo or other children.
- We will stop when we get to the hippo and drop the hippo food into his mouth. We want to drop the pretend food, not throw the food.
- We jog back to our base and pick up another piece of hippo food and jog back to the hippo to feed him some more food. Our hippo is very hungry!

We will keep feeding our hippo until all of our food is gone.

ACT: I will show you how to play the game.

[Describe each step as you demonstrate how the game works. Emphasize slowing down as you near the tape and then stopping when you reach the hippo.]

WEEK

15

DAY

4

Moving Our Bodies *continued*



EXPLAIN: Let's find our bases and our hippo food.

ACT: [Start the game. See Be Prepared for options.]

RECAP: Today we practiced jogging faster and slower, bending, stopping, and changing direction by feeding a hungry hippo. We can use our jogging skills to play lots of games!



Scaffolding Tips

Extra support ■ If children have difficulty slowing down or stopping at the perimeter line, stand near the "slow down" or stop point to provide an additional visual clue. ■ If children are learning or reluctant to jog, encourage them to walk quickly or try a combination of walking and jogging.

Enrichment ■ Invite children to jog to/from the hippo without hippo food (no beanbag) and talk about whether and why it is easier to jog without carrying something.



Center Activity

Take the materials for the *Hungry Hippo* game outside where bases may be arranged for running. Remind children to slow down and then stop in the vicinity of the hippo.



Family Child Care

The *Hungry Hippo* game can be played by walking (vs. jogging) if space is limited. Children can benefit from walking faster and slower, bending, stopping, and changing direction.

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

WEEK
15

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 P.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter P 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 P card.]

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

Letter P says /p/, just like in the word "pattern."
/p/, /p/, pattern. Let's together say /p/,
/p/, pattern.

P p

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

15

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 strengthen their understanding of an ABAB pattern.



Key Concepts

Review: Pattern



Materials Needed

Chart from Day 1
Small triangle and square construction paper cutouts
6 Unifix® cubes—3 each of 2 different colors

BEGIN: This week we made different kinds of simple patterns. We know that a pattern is something that repeats itself.

ACT: Let's look at our chart from Day 1.

[Point to elements of each pattern as you discuss each of the three patterns.]

- Let's say together the pattern we made with pictures of boys and girls.
- Let's say the pattern we made with colors.
- What shapes did we use to make a pattern on our chart? Let's say the pattern together.

Now let's make a pattern with triangle and square shapes we can move.

[Use paper shapes to create a simple pattern on a board all children can see. Begin with the first four shapes and then invite volunteer children to help extend the pattern.]

Let's say the pattern together as I point to each shape!

Let's make one more pattern.

[Make an ABAB pattern with Unifix® cubes of two different colors. Encourage children to help extend the pattern. Offer support with questions such as the following:

- "What comes first in our pattern?"
- "What comes next?"

RECAP: This week we learned more about how to make simple patterns. We made patterns from different kinds of things. We are becoming pattern experts!

 Scaffolding Tips

Extra support ■ Say the pattern slowly and invite children to point to each item as you say the pattern.

Enrichment ■ As you extend a pattern, make a mistake and ask children if it is the color or shape that should go next in the pattern. Example: Follow a square with another square instead of a triangle. Encourage children to find the mistake.

WEEK

15

DAY

5

Making Patterns *continued*

123
Mathematics

123 Center Activity

Provide various manipulatives and invite children to make simple patterns. Encourage children to plan out their pattern before beginning. This may reduce an urge to add something new in the middle of the pattern.

Family Child Care

Celebrate children's knowledge of patterns by having a "Pattern Day" in your setting! Encourage children to wear clothing with simple patterns and bring something to share from home that has a pattern. Supply a lunch and snack that children can arrange into simple patterns. Example: berry, cheese cube, berry, cheese cube. Invite children to find patterns during the day by arranging toys and manipulatives into patterns, painting in patterns, or playing music and encouraging children to move in patterns. You may wish to invite family members to share in the fun by wearing patterned clothing!



3-5 YEARS

Large Group



Skill and Goal

Knowledge of physical environments

Children will understand a map shows the locations of places in a neighborhood.



Key Concepts

New: Map
Location



Materials Needed

Bedsheet or large pieces of butcher paper (see Be Prepared)

Children's box neighborhood places



Also Promotes

Self-Regulation



Optional Reading

Map My Neighborhood by Jennifer Boothroyd

Be Prepared: Use a large bed sheet or large pieces of butcher paper to make a floor map of your center's neighborhood. You may wish to include more or less detail depending on your children's understanding of places in their center's neighborhood. If a group of children did not make a box version of your center, draw a simple picture of your center in its proper location on the map. If you anticipate children will be familiar with the location of places they've made, draw only the center location on the map. If you anticipate that children's understanding of a map may be challenging, draw on the map places made by children.

BEGIN: Last week we worked in groups and used boxes to make places found in our center neighborhood. Each group worked on one place.

EXPLAIN: Today we are going to look at a map of our center's neighborhood. A **map** is a picture that shows where things are located. Our map will show where places in our center's neighborhood are located.

ASK: What do you think the word location means?

EXPLAIN: A **location** is a specific area where something is found.

[Point to sink location.]

The sink in our classroom is found in this location. Let's all point to the location of our art easels.

Now let's look at the map of our center's neighborhood.

ACT: *[Place the map on the floor. Arrange children so they are sitting around the edge of the map.]*

This map shows our center's neighborhood. Let's first find the location of our center on the map.

[Point out the location of the center on the map. If a group of children made a box version of your center, invite them to place it in its proper location on the map.]

Now let's find the location on our map for each of our neighborhood places.

[Encourage group members to point to where their place is located on the map, one group at a time. Help if necessary. Invite group members to place their box place on its proper location on the map.]



WEEK

15

DAY

5

Exploring Where We Live *continued*



RECAP: Today we found where our center and our center's neighborhood places are located on our map. We will be able to play with our places and map at center time!



Scaffolding Tips

Extra support ■ To help children better understand the location of a place in relation to your center, discuss its distance from the center. Example: "The fire station is very close to our center. The hospital is farther away. It takes longer to drive to the hospital than it does to the fire station."

Enrichment ■ Invite staff at your center to view the center neighborhood map in your classroom. Encourage children to describe the neighborhood to them.



Center Activity

Make the map of your center neighborhood and children's box places available for play. Invite children to add cars and toy figure people and pretend they are moving about their center neighborhood.



Family Child Care

Encourage children to share their neighborhood map and places with families at pickup time. Invite children to describe the neighborhood and the places you can find in it!



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will alternate jogging and walking as part of carrying a scoop of easy-to-spill material.



Key Concepts

Review: Jogging
Walking



Materials Needed

Bases—1 per pair of children
Buckets—1 per pair of children
Same-sized scoops—1 per pair of children
Item to fill children's buckets (cotton balls, wood chips, etc.)
Large container



Also Promotes

Self-Regulation
Social-Emotional

Be Prepared: Today's activity is a non-competitive game involving pairs of children. Children will carry an item of your choice from a large container (such as a tub) to their bucket, taking turns with a partner to fill their bucket. Select an item for children to carry and place in their buckets that requires some care in transporting in a scoop while walking. Options include cotton balls, wood chips, or similar material that is easy to clean up when spilled. Place the tub of filling in a central location and spread the bases around the activity area. The game works best with a small group to reduce chances of bumping into each other. Several large tubs of filling can be used if necessary. Arrange for an adult to help you demonstrate the game.

BEGIN: Yesterday we practiced our jogging skills to feed a hungry hippo. We jogged from our base to the hippo and then jogged back to our base.

EXPLAIN: Today we are going to play a game called *Fill the Bucket*.

We will each have a partner. We will both jog and walk.

ASK: How is jogging different from walking? (move faster when we jog)

EXPLAIN: Listen carefully to see how the game works:

- Each pair will have a bucket to fill with (name of filling).
[Display a bucket.]
- The filling is in the large tub.
[Point to the large tub.]
- One partner takes the scoop, jogs to the large tub, and takes one scoop of the (filling). The other partner waits at the base.
- The partner with the (filling) in the scoop walks carefully back to his/her base. We need to hold the scoop carefully so the (filling) does not fall out. The partner with the scoop of (filling) empties the (filling) into the bucket. The scoop is handed to the waiting partner.
- Now it is the other partner's job to help fill the bucket by jogging to our tub, putting (filling) in the scoop, and walking carefully back to his/her base.
- The partners take turns filling their bucket.

ACT: [With another adult, demonstrate how the game works. Then form pairs of children at their bases. Encourage children to focus on doing their part of the game and not on how quickly they fill their bucket. This is not a race.]

RECAP: Today we practiced our jogging and walking skills again. We played a new game called *Fill the Bucket* where we had to scoop up _____ and fill up a bucket. We did this with our partner.

WEEK

15

DAY

5

Moving Our Bodies *continued*



We used our bodies in different ways to play our *Fill the Bucket* game. We jogged, we walked, we used a scoop, and we tried hard to carry a scoop of (filling) without spilling it. What was the hardest thing to do? Why?



Scaffolding Tips

Extra support ■ Encourage children to use both hands to hold the scoop when it is filled. Another option is to use one hand to hold the scoop and the other hand to cover the material in the scoop.

■ Omit the jogging element of the game (walk both ways) if it is too challenging for children to alternate between jogging and walking. ■ If a child has difficulty waiting for his/her turn, stand closer to the child and use physical reminders, such as a gentle hand on the shoulder, to help the child wait. ■ Children will likely need reminders to walk instead of jog when carrying the filling to their bucket. You may wish to invite the “waiting” child to offer this reminder to his/her partner.

Enrichment ■ If there is sufficient time and child interest, invite children to form teams of three to fill a bucket or to switch partners for a second round.



Center Activity

Offer more experience with the game by providing a large container with a different type of filler for children to carry in a scoop to their bucket. See the Enrichment tip for variations to consider using.



Family Child Care

Adapt this game for younger children by using a laundry basket and large toys, such as stuffed animals, to fill a bucket.