

Language/
Literacy**Understanding Words and Letters**

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to put two words together to make a new (compound) word (Days 2, 4)
- The name, sound, written form, and uses of the letter O (Days 2–5)

123

Mathematics

Working with Shapes

- How to describe and make four basic shapes (Days 1, 5)
- How to make a new shape from other shapes (Days 2, 5)
- How to create a picture using shapes (Days 3, 5)
- How to sort items in our classroom by shape (Days 4–5)

Self-
Regulation**Focusing & Remembering**

- How to follow requests by listening and remembering (Day 1)
- *The Freeze Game*

Social-
Emotional**Getting Along With Others**

- Different ways to give a compliment to someone (Day 2)
- How to give a “thumbs-up,” “high five,” say something nice, and give a gentle hug
- Practicing giving and receiving compliments (Day 3)

Social
Studies**Appreciating Our Families**

- Families come from different cultures (Day 4)
- Sharing something special from different family cultures (Family Culture Shelf) (Day 4)
- Family members sharing special things about their families (Family Share Day) (Day 5)



Science

Being a Scientist

- How to use our sense of sight to play the *I Spy* game (Day 1)
- People who do not have the sense of sight (blind) use other senses to learn more about something (Day 1)
- How to use our sense of smell to learn more about something (Day 2)
- How to use our sense of touch to learn more about something (Day 3)

Physical/
Health**Moving Our Bodies**

- How to twist our bodies in different ways (Day 4)
- How to turn our bodies and balance while walking on a line (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 C.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter C 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 C card.]

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

Letter C says /k/, just like in the word "creative." /k/, /k/, creative. Let's together say /k/, /k/, creative.

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

C c

EXPLAIN: Now let's read a book!

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

- Display book cover and encourage children to discuss what the book might be about.
- 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

Geometric and spatial knowledge

Children will describe and construct four basic shapes.



Key Concepts

Review: Circle
Square
Triangle
Rectangle



Materials Needed

*Large circle, triangle, square, rectangle cutouts—1 of each
4, 14-inch pieces of yarn per child

*Printables provided



Optional Reading

City Shapes by Diana Murray

BEGIN: Today we will learn more about shapes. Remember, a shape is something that has a certain outline. What are some of the shapes we are learning about? (circle, square, triangle, rectangle)

I have a circle, square, triangle, and rectangle. Let's talk about what we know about each of these four shapes.

[Hold up each shape as you engage children in a discussion of each.]

- ASK:**
- What is something special about a circle? (it is round, it has a curved line)
 - How do we describe a triangle? (it has three straight sides, it has three corners)
 - Who would like to tell us about a square? (it has four equal sides, it has four corners)
 - What is special about a rectangle? (it has four straight sides, it has four corners, corners are like the corners of a door)

EXPLAIN: Today we will use yarn to make shapes. Each of us will get some yarn to make the shapes we know.

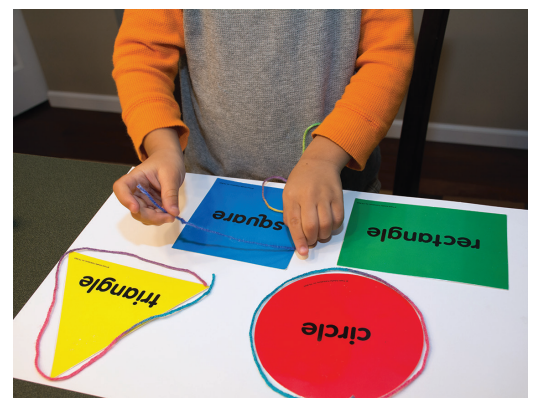
Please watch me make a shape with yarn. When I have finished, see if you can tell what shape I made.

[Demonstrate how to make a circle, square, triangle, and rectangle with the yarn in an area where children can see. After making each shape, invite children to say the shape you made. State or restate the correct name of the shape after children have offered guesses.]

Now we get to make our own shapes! We will use our yarn to make a circle, a square, a triangle, and a rectangle.

ACT: [Pass out four 14-inch pieces of yarn to each child. Be sure each child has sufficient room to work on a desktop or on the floor. Display the four shapes so all children can see them.]

Observe and ask questions as children make their shapes. Examples: "What shape are you making?" "How many sides



does it have?” “What is something that is the same shape?” “How is this shape different from a circle?”]

RECAP: Today we practiced describing and making the shapes we know. Who would like to show us how to make a circle with your hands? How about a triangle?



Scaffolding Tips

Extra support ■ If children have difficulty making shapes with their yarn, provide a cutout for them to “trace” with the yarn. Another option is to put marks on paper in key parts of a shape (example: some or all corners) for children to use as anchors in creating a shape with yarn. ■ Encourage children to trace around different shapes in their environment.

Enrichment ■ Ask children to find a partner and make a square together with their hands. Can they make a rectangle? ■ Encourage children to make several triangles of different sizes (different sizes of corners). See examples in Week 5, Days 2 and 3.

123 Center Activity

Provide craft sticks. Invite children to make various shapes with the sticks.



Family Child Care

Have older and younger children work in pairs to make their shapes. Encourage them to describe the shapes they’ve made.

Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

New: Freeze

Review: Focus



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 Greg and Steve's *Kids in Action* CD.

If time permits, offer *Orange Circle, Purple Circle* from Week 8, 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 *Orange Circle, Purple Circle* from Week 8, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game called *The Freeze Game*. The game will help us learn how to focus our attention on what we are expected to do. What does it mean to focus on something? (concentrate on it)

EXPLAIN: We will use music to play this game! We will dance when we hear the music. We will freeze when the music is turned off!

ASK: What do you think it means to freeze?

EXPLAIN: When we **freeze**, we stop what we are doing and hold our body in the position it is in. Let me show you.

ACT: [*Play music as you dance around for a few seconds. Have another adult stop the music as you freeze in place.*]

Now let's try it together!

[*Invite children to stand. 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.*]

Let's change the game a little bit. This time we will hear a slow song and then a fast song. We will dance slowly when we hear a slow song and dance quickly when we hear a fast song. Let me show you.

[*Have an adult help you demonstrate. Dance quickly when he/she plays a fast song. Dance slowly when he/she plays a slow song. Intermittently have the helper stop the music as you freeze in place. Invite children to play with the new rules. Continue playing as time permits and children remain appropriately engaged.*]

RECAP: Today we focused on what we were expected to do when we played *The Freeze Game*.

- 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 ■ If children need an additional visual reminder of the action to be completed for *The Freeze Game*, stand next to the child and perform the action as you change the music. Example: Dance quickly while playing the fast music and dance slowly while playing the slow music, while positioned next to the child. ■ 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 stand 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.



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

Invite children in your setting to dance to “The Freeze” on the Greg and Steve’s *Kids in Motion* CD. Encourage children to dance as the song is sung and freeze when the lyrics say “Freeze!”



3-5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will strengthen their understanding of the sense of sight.



Key Concepts

New: Glasses

Review: Sight
Blind



Materials Needed

None

Be Prepared: If your classroom includes a child(ren) with severely limited or no vision, encourage the child to offer any additional information he/she would like. You may also wish to invite the child's parent to share information on blindness with children in your classroom.

BEGIN: We are learning about our five senses. Each of our five senses is like a tool that we use to learn more about something.

- ASK:**
- What do we use our eyes for? (seeing or sense of sight)
 - How about our ears? (hearing)
 - What are the other three senses? (smelling, touching/feeling, tasting)

EXPLAIN: We are going to play a game that uses our sense of sight.

ACT: The game we are going to play is called *I Spy*. Have you played this game before?



[Invite children to share their experiences playing the game. Offer clarifications or elaborations as needed.]

As you play the game, find various things in the room that children are able to see. Example: "I spy something that is large and square. It has letters on it and is blue. Can you find it?" (a rug) If children have difficulty finding an item, give additional hints until it is found.]

Let's try to play the game with our eyes closed.

[Begin playing the game with children while they have their eyes closed. Example: "I spy something red and round. What is it?" The intent is to emphasize the importance of our sense of sight. Point out that it is impossible to play the game without a sense of sight. Then invite children to open their eyes.]

ASK: What is it like when your parents turn out the light in your bedroom at night?

EXPLAIN: We can see in our room again when the light is turned on.

Many people wear glasses.

- ASK:**
- Do you know someone who wears glasses?
 - What are your ideas about why some people wear glasses?

EXPLAIN: **Glasses** help people who have trouble seeing things. They help people see things better.

Being a Scientist *continued*



Some people do not have a sense of sight. We know that when someone is not able to see it is called blind. They can't see things even when a light is turned on.

People who are blind use their other senses to learn about things around them. They can use their senses of hearing and touch to learn more about something.

RECAP: Today we used our sense of sight to play a game. We learned that we need our eyes in order to play the game. The sense of sight is a tool we can use to learn more about things. People who do not have a sense of sight use other senses to learn about things.



Scaffolding Tips

Extra support ■ In the opening review of the five senses, it may be helpful to use the chart from Week 8, Day 1 and/or point to the pertinent body part as you name each sense. ■ To be certain that all children get a chance to play the game, call on individual children to find something. Example: "Adriana, I spy something that is pink and round. Can you find it?" ■ Individualize this game by giving each child an item that he/she will be able to find. Some children may be better able to find nearby, obvious items.

Enrichment ■ Ask a volunteer child to be the person who "spies" something. The child's job is to describe characteristics of the target item and patiently wait for answers.



Center Activity

Supply craft rolls covered and taped on one end with different colors of cellophane. Encourage children to look through the rolls to compare how things look through different colors.



Family Child Care

Play a version of *I Spy* with all children in your setting at snack time, called *I Taste*. The activity provides opportunities for children to describe different tastes. Invite children to describe a snack food by its taste, not its name. Example: "I taste something sweet and soft on my tongue." (applesauce) School-age children may enjoy a version of this game that includes familiar foods that are not currently served for snack time. Example: "If I tasted something salty that was square and crunchy, what could it be?"



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will deepen their understanding of a compound word. Children also will identify and name the letter O.



Key Concepts

Review: Compound word
Observe



Materials Needed

- *Compound and component word cards (see Be Prepared)
- *Letter O card
- Chart paper
- Marker
- Children's name cards
- List of children's first names
- *Printables provided

Be Prepared: Organize three component cards for each child plus yourself. Two of the three cards should form a compound word. Mix up the three component cards in each set. Put in a separate collection the compound word cards that correspond to the "matching" component cards given to children. Keep the collection of compound word cards near you during the activity. Select compound words that readily help children understand that the meaning of a compound word is different than the meanings of its component words. Suggestions include the following: raincoat, basketball, watermelon, pancake, cupcake, fingernail, bookshelf, hotdog, sandbox. The activity plan uses "raincoat" for your demonstration of the activity.

BEGIN: Today each of us is going to make a compound word. Remember, we can make a compound word by putting two words together.

[Give each child three component word cards as described in Be Prepared. Keep one set of three cards for your demonstration of the activity.]

EXPLAIN: Each of you has three word cards. We will each make one compound word with two of our word cards. I will tell you the compound word you can make with two of your cards. Let me show you.

ACT: *[Place your three component word cards in front of you. Point to and say the name of each card.]*

I have the cards "rain," "butter," and "coat." I want to make the word "raincoat" with two of my cards. I know that the word



Slice of Chic/flickr/CC BY-NC-ND

"raincoat" is made up of two different words. "Raincoat" is a compound word. I am going to listen carefully to the sounds of the word "raincoat."

- ASK:**
- What is the first word we hear in the word "raincoat"?
 - What is the second word we hear in the word "raincoat"?

EXPLAIN: The two words we hear in the word "raincoat" are "rain" and "coat." Now I need to find a card that says "rain" and another card that says "coat."

ACT: *[Display each of your three component cards to children, one at a time, and ask for their help in identifying the cards that represent "rain" and "coat." Invite children to describe each card, including the "butter" card. Explain why this card does not help make the word "raincoat" by emphasizing the sounds of the words. Example: "Does the word 'butter' sound like 'rain' or 'coat'?"*



Put the “rain” and “coat” cards next to each other, with pictures facing in a direction that children can see. Point to each component card as you describe how you formed the compound word.]

I can make the word “raincoat” with two of my cards. I have put the two cards together. I do not need the other card. I am going to put the other card in a separate place.

[Put the non-matching component card to the side so it does not distract attention away from the “rain” and “coat” cards. Display the “raincoat” compound word card.]



EXPLAIN: Here is the card that shows the word “raincoat.” Let’s look at each of the cards in front of me. The card with the word “raincoat” shows a picture of a raincoat. A raincoat is something we wear when it is raining outside. A raincoat helps us to keep dry.



Now it’s your turn to try. I will tell each of you the compound word you can make with two of your three cards. Put in front of you the two word cards that make your compound word. After you make your compound word, I will give you the card that says the name of the compound word. Then we will talk about each of our compound words.

ACT: *[Give children several minutes to make one compound word from their three component word cards. Observe and help if necessary. When a child has formed the designated compound word, give the child the appropriate compound word card.]*

EXPLAIN: Now we are going to take turns talking about our compound word. When we talk about our compound word, we will each have a chance to lead the group in clapping for each part of our compound word. Let me show you.

ACT: I have the compound word “raincoat.”

[Point to or hold up the “raincoat” compound word card.]

Let’s clap once for each part of the word “raincoat.”

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

We will go in a circle so everyone has a turn to talk about their compound word and lead us in clapping. Let’s begin with _____.

[Use the following questions or prompts for discussion of each child’s compound word.]

- Invite child to say and show card for compound word.



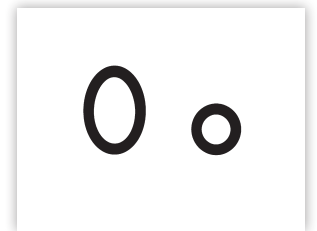
- Invite child to lead group in clapping the two parts of his/her compound word.
- Invite child to describe the picture on the compound word card. Help as necessary. The goal is to make sure all children understand the meaning of the compound word.
- Engage children in a discussion of whether the compound word means something different than the component words.

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

[Display letter O card.]

ASK: Does anyone know the name of this letter?

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



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

This is an uppercase O.

We can also write the letter O like this.

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

This is a lowercase o.

We are learning what it means to observe something. We know that when we observe something we look carefully at it. Observe is a word that starts with the letter o. I will write this word on our chart. I am going to write the word “observe” with a lowercase (small letter) o.

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

Let’s all say the word “observe.”

[Invite a volunteer child to point to the letter o in the word “observe.”]

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

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

Understanding Letters *continued*



If a child indicates there is a letter O 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 o that appears somewhere else in a child's name.]

RECAP: Today we put word cards together to make new compound words. We shared our two new compound words with each other.

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



Scaffolding Tips

Extra support ■ If a child has difficulty identifying the two component words, point to and describe each component word. Emphasize the sound of the word. Does it sound like part of the child's compound word?

Enrichment ■ Do not tell children the name of their respective compound word if you anticipate they can readily form the word from two of the three component cards. ■ Invite children to describe the picture on each of the two component cards.



Center Activity

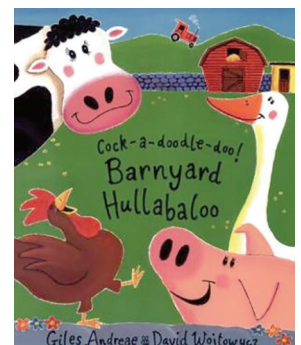
Provide new *component and compound word cards not already used in today's activity. Encourage children to match component word cards to make new compound words.

*Printables provided



Family Child Care

School-age children may enjoy reading the book *Cock-a-Doodle-Do! Barnyard Hullabaloo* by Giles Andreae to younger children in your setting. Each time the word "barnyard" is read, invite children to clap once for each part of the compound word. Children may also enjoy looking for other compound words in the book, such as "sheepdog," "nightfall," and "nighttime."



3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will understand that a shape can be made by putting shapes together and by taking a shape apart.



Key Concepts

New: Diagonal
Review: Square
 Triangle
 Rectangle



Materials Needed

2 identical squares (see Be Prepared)
 1 pair of scissors (for staff use only)
 2 square and 2 triangle shapes (pattern blocks) per child

Be Prepared: Cut two identical squares from paper of the same color. You may wish to prepare several extra squares for repeated demonstrations. During the activity, carefully monitor children's understanding of how a "new" shape was made from an existing shape(s).

Repeat any manipulations of shapes if children seem unclear. The intent is to help children better understand a shape by making it and manipulating it. Save the shapes for use on Day 3.

BEGIN: Let's clap our hands and stomp our feet in a pattern while we count to 10. Let me show you how.

[Demonstrate how to clap once and then stomp once in a pattern while counting a number with each action. Clap, stomp, clap, stomp. 1, 2, 3, 4, etc. Continue this pattern as you count to 10. Invite children to try.]

EXPLAIN: Today we will look at a different way to make shapes. Sometimes we can put shapes together to make a new shape. We can also take shapes apart to make a new shape. Let me show you.

[Display two squares of identical size, cut out of paper.]

I am holding the two squares.

ASK: How do we know these are squares? (four straight sides of the same length, four corners)

[Put the two squares side by side for all children to see.]

EXPLAIN: I put the two squares next to each other. What new shape did I make? I made a rectangle!

ASK: How do we know this new shape is a rectangle? (four corners, four straight sides)

EXPLAIN: Let me show you something else we can do with a square.

[Display one square cut from paper.]

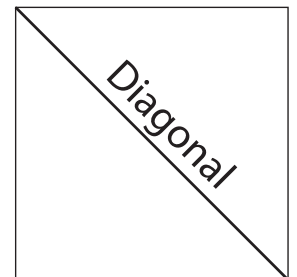
Watch as I cut this square along the diagonal. The **diagonal** is a straight line inside a shape that goes from one corner to another corner (but not an edge).

[Fold the square diagonally. Point to the line that is made in the paper when it is folded. Explain that this is a diagonal line.]

Now I am going to cut along the diagonal line.

ASK: *[Display the new shapes.]*

- What new shapes did I make? I made two triangles!



- How do we know the shapes are triangles? (three straight sides, three corners)

EXPLAIN: I want to show you one more thing we can do with a square.

[Fold another paper square across the middle. Point out the line made by the fold.]

I am going to cut along this line.

- ASK:**
- What new shapes did I make? I made two rectangles!
 - How do we know they are rectangles? (four straight sides, four corners)

ACT: We are going to use some shapes today to make a new shape. When we put shapes together, sometimes they make new shapes.

[Give each child two square shapes and two triangle shapes to manipulate. Encourage children to make new shapes:]

- What new shape can we make with our two squares? (rectangle)
- What new shape can we make with our two triangles? (square)

RECAP: Today we discovered that we can make a new shape from shapes we already have. We made a rectangle from two squares. Who would like to show us how to make a rectangle from two squares using shapes? We also made two triangles from a square.



Scaffolding Tips

Extra support ■ As children explore putting together and taking apart shapes, have rectangle and square pattern cards available for them to use, if necessary. ■ Observe and comment as children explore making new shapes. Emphasize spatial vocabulary, such as “beside,” “above,” “below,” and “under.”

Enrichment ■ Ask children to explore putting two different kinds of shapes together. What can they make? Example: A square and triangle can make a house.

123 Center Activity

In the block center, encourage children to name the block shapes they use when building.



Family Child Care

If you do not have enough shapes (pattern blocks) available, children may also use paper cutouts of shapes.

Getting Along With Others



3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will understand what it means to give a compliment, including ways to offer a compliment.



Key Concepts

New: Compliment
High five



Materials Needed

*4 giving compliments pictures as shown

*Printables provided

BEGIN: [Point to displayed pieces of work in the classroom created by children. Offer a general compliment about the collection of work. Example: "I really like the bright colors in the pictures each of you made. Bright colors make our classroom look exciting!" Avoid giving compliments on specific pieces of work.]

EXPLAIN: We can feel good when someone says something nice about us or something we have done. Being friendly to someone can also mean giving that person a compliment.

ASK: How did you feel when I said something nice about your pictures?

EXPLAIN: I offered a compliment when I said something nice about your pictures. Let's together say the word compliment: com-pli-ment. When we give a **compliment**, we let others know we paid attention to something they did and that we like what they did.

We can feel good inside when someone gives us a compliment about something we did. A compliment lets us know that someone paid attention to something we did.

We also may get a compliment when someone likes an idea we may have, or a way that we helped, or how we kept trying even when something was hard.

It feels good to give a compliment. I felt good inside when I gave a compliment about your pictures.

There are different ways we can let others know we like something they did. Today let's talk about four different ways we can offer a compliment. We can practice some of the ways to give a compliment.

ASK: [Display "give a thumbs up" picture and point to the child with thumb up.]

- What is this child doing? (giving a thumbs up)
- What does a "thumbs up" mean? (we like something)
- Why do you think the girl in this picture is giving a "thumbs up"? (appears to like the picture or painting held by the other child)

ACT: Let's all give each other a "thumbs up"!

ASK: [Display "give a high five" picture.]

- What are the children in this picture doing? (giving each other a "high five")
- What does it mean to give a "high five"? (we like something)



Getting Along With Others *continued*



- What are the five things in a “high five”? (five fingers)
- Have you ever watched a sports game when players gave each other a “high five”?



EXPLAIN: A **high five** is a way to give a compliment. It is a way to congratulate someone or let someone know we think they did a good job. Sometimes we also do a high five when we greet someone we are happy to see.

Sometimes people say “give me five” or “high five” before they give a “high five.” We lift our arm and open our hand when we give a “high five.”

[*Demonstrate a “high five” with your lifted arm and open hand.*]

ACT: Let’s all stand up and give someone a “high five”!

[*Display “saying something nice” picture.*]

EXPLAIN: A girl in this picture is saying something nice. She is giving a compliment.



- ASK:**
- Have you ever heard someone say “Good job!”? This is one way to give a compliment.
 - What are some other things we could say to let others know we like something they did? (“I like how you threw the ball.” “Great catch.” “I like what you painted.” “Your block tower is really cool.”)

EXPLAIN: Sometimes people offer to give a gentle hug when they give a compliment.

[*Display “give a gentle hug” picture.*]

Here is a picture of two girls in a gentle hug. Maybe one of the girls offered to give a hug because she is happy about something her friend did. The girl might have said something like this: “I am happy because you drew a picture of me that I really like. May I give you a little hug?”



- ASK:**
- Have you ever seen people hug because they were happy about something?
 - What happened?

RECAP: Today we learned about giving compliments. We practiced giving a “thumbs up” and giving a “high five.” We thought of some nice things we could say when we give a compliment. We talked about offering to give someone a gentle hug when we are happy about something someone did. Who can think of a time when we could give someone a compliment?



Scaffolding Tips

Extra support ■ Hang the giving compliments pictures in the classroom to remind children of the different ways to offer a compliment. ■ Encourage children to practice offering compliments during the day. Example: “Jack, look at the picture Anna drew. She used so many colors! Can you think of a compliment or nice thing to say to let Anna know you paid attention to her picture?”

Enrichment: ■ When children stand to give someone a “high five,” suggest they may want to say “give me five” or “high five” before they do a “high five.” ■ Encourage children to make an announcement when they see another person offering a compliment. ■ Explain that people often say “thanks” or “thank you” when they receive a compliment.



Center Activity

Provide the *giving compliments pictures used in today’s activity and several puppets or toy people figures. Invite children to use the props to role-play scenarios where they give another person a compliment.

*Printables provided



Family Child Care

Practice giving compliments by playing a game with beanbags. Arrange children in a circle and toss a beanbag to one child. As the child catches the beanbag, give the child a compliment on catching the beanbag. Then invite the child who caught the beanbag to toss it to another child and give that child a compliment. Encourage children to use different ways of giving a compliment. Continue until all children have had a turn to catch the beanbag and give a compliment.

Being a Scientist



3-5 YEARS

Small Group



Skill and Goal

Inquiry skills

Children will strengthen their understanding of the sense of smell.



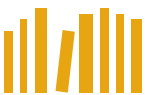
Key Concepts

Review: Sight



Materials Needed

Small box with holes punched in the top
Items with smells familiar to children (see Be Prepared)
Chart paper
Marker



Optional Reading

How Does the Ear Hear?: And Other Questions about The Five Senses (Good Question!) by Melissa Stewart

Be Prepared: Punch small holes in a box so children can smell but not see what is inside the box. Select items with familiar smells that are sufficiently strong to be detected through the holes in a box. Examples: pieces of a freshly cut orange, 2–3 permanent markers (with caps off), freshly cut onion slices, paints used in your art area. If working with a small group is not possible, invite only a few children to guess the smell each time you pass the box.

BEGIN: Yesterday we played *I Spy*. How did the game work? What sense did we use to play the game? (sense of sight, seeing) What part of our body do we use for our sense of sight? (eyes)

EXPLAIN: Today we are going to use our sense of smell to learn more about something.

- ASK:**
- What part of our body do we use for our sense of smell?
 - When do we use our sense of smell? (when we eat, smell flowers, etc.)

EXPLAIN: [*Display a box with small holes punched in the top for smelling.*]

We are going to use our sense of smell to try to figure out what is in this box. This box has holes punched in the top so the smell inside the box can flow out through the holes. I am going to pass the box around so that we can smell what is in it.

ACT: Let's all point to the body part we use for our sense of smell.

EXPLAIN: We are going to guess what we think is inside the box when we smell it. I will write your guesses on this chart. I will show you what is in the box after we have all made a guess. Then I will put something new in the box to guess again!

ACT: [*After a child makes a guess, restate the name of the item as you write it on the chart paper. Some children may wish to "pass" on making a guess. Write an item only once; some children may guess the same item. Then point to and read each item on the chart. Open the box. Be sure to hold the item or the box if some children wish to take another "sniff" with the cover off the box. Acknowledge the appropriateness of all guesses. This is not a "right" or "wrong" activity. You may wish to move to a different part of the room to place another item in the box so children do not see your actions and do not have a preview of the smell.*]

- ASK:**
- When we passed the box around, could you see what was inside?
 - Could you hear it?
 - Could you taste it?
 - Could you feel it?

Being a Scientist *continued*



Science

EXPLAIN: Our sense of smell was the only sense we could use to learn more about the item inside the box.

Our sense of smell can help keep us safe and healthy. If we smell smoke, we need to go to a safe place right away. We can also smell food that is rotten. This helps us to know that we shouldn't eat it.

RECAP: Today we used our sense of smell to learn more about something. Our sense of smell is a very important tool we use to learn more about something. We use it to smell things that we enjoy, like flowers or delicious foods. It also helps us to learn about things that might be dangerous, like smoke or rotting food.



Scaffolding Tips

Extra support ■ If children are hesitant to make a guess about what is in the box, ask if the smell reminds them of anything. This may help them to make a guess.

Enrichment ■ Invite children to describe their favorite smells. What are their least favorite smells?
■ Ask children if they have ever smelled food that was rotten. If so, what did it smell like?



Center Activity

Provide paper and “smelly” markers available at most stores that sell markers. Encourage children to create while they smell!



Family Child Care

Fill a tub with shaving cream and invite children to explore how it smells and feels. School-age children may enjoy thinking of other items that have a similar smell or feel. (soap, shampoo, paint, etc.)

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and name the letter O.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter O card

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 O card.]

What is the name of this letter?

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

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



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

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

- Display book cover and say book title. Engage children in describing what they remember about the book:
 - 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

9

DAY

3

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will create a picture by combining basic shapes.



Key Concepts

Review: Circle
Square
Triangle
Rectangle



Materials Needed

Shapes used on Day 2
Construction paper—1 large piece per child
Glue sticks—1 per child
Construction paper for *shape cutouts (see Be Prepared)



Also Promotes

Creative Expression

*Printables provided

Be Prepared: Use the provided printables to cut out basic shapes as follows: circle, rectangle, square, three different types of triangles. Provide 5–6 different shapes per child including three different types of triangles. Make two examples of a clown with a hat and two examples of a house with different types of triangles.

BEGIN: Yesterday we made new shapes by putting together or taking apart other shapes. Let's look at the shapes we made.

ASK: [*Display shapes, one at a time, made by combining or cutting apart shapes on Day 2.*]

- When we put together two squares, what new shape did we make? (rectangle)
- What new shapes did we make when we cut a square across the middle? (rectangles)
- When we cut on the diagonal line of a square, what new shapes did we make? (triangles)

[*Hold up two different sizes of triangles you cut out for today's activity.*]

- Are both of these shapes a triangle? (yes)

EXPLAIN: A triangle has three straight sides and three corners. Both of these shapes are triangles.

Today we are going to make a picture with shapes. I have different types of shapes we can use to make a picture.

ACT: We can choose any shapes we'd like to make our picture. We may glue them together to make a picture. Let's take a look at some things we can make with shapes.

[*Display a triangle and a circle. Form the ice cream cone and the clown with a hat as you describe each.*]

We can use a triangle and a circle to make an ice cream cone or a clown with a hat.

[*Display a square and a triangle.*]

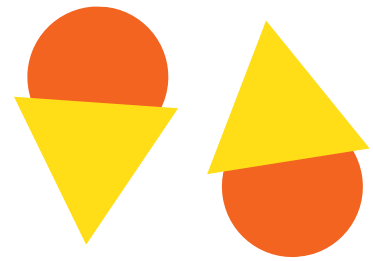
We can make a house with a square and a triangle! We can make many different kinds of clowns or houses with different types of triangles.

[*Display two examples of a clown with a hat and two examples of a house made with different types of triangles.*]



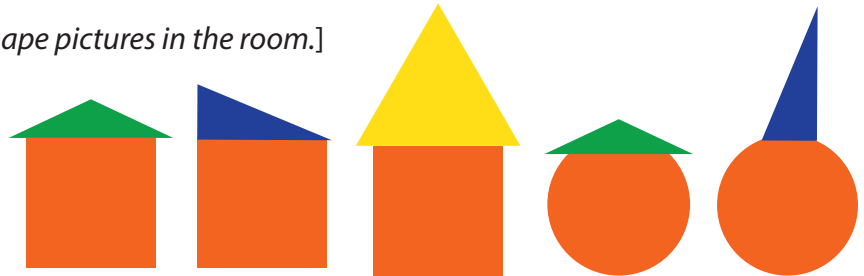
When we make our pictures, we can glue our shapes on the construction paper any way we'd like. Our pictures will all be different!

[Observe and interact with children as they create their shape pictures. Ask what shapes they used to create their pictures. Invite children to describe the shapes they used.]



RECAP: Today each of us made a picture with shapes. We used different kinds of shapes to create our own picture.

[Hang children's shape pictures in the room.]



Scaffolding Tips

Extra support ■ In the opening review segment, if children seem unclear about how triangles were formed, demonstrate and describe cutting on the diagonal line. Also, if children seem unclear about how rectangles were made from a square, demonstrate and describe cutting a square across the middle. ■ When you display the two examples of a clown with a hat and two examples of a house made with different types of triangles, point out how the triangles in each are different (sides are different lengths). Emphasize that both are triangles. ■ Support children's vocabulary knowledge by commenting on shape names and how they manipulated their shapes. Example: "You turned the triangle to make it tall."

Enrichment ■ Invite children to use more than two shapes to make their picture. Encourage children to be creative in their work with the shapes.

123 Center Activity

Supply a flannel board and various basic shapes cut out of felt. Invite children to create a picture using the felt shapes.



Family Child Care

Encourage children to describe their picture to their parents at pickup time.

Getting Along With Others



Social-
Emotional

Be Prepared: Carefully write each child's name on individual slips of paper. Place the slips of paper in a basket.

3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will practice giving and receiving compliments.



Key Concepts

Review: Compliment



Materials Needed

Basket

Slips of paper with children's names (see Be Prepared)

BEGIN: Yesterday we learned what it means to give someone a compliment. Who would like to remind us of the different ways we can give someone a compliment? (give a hug, give a thumbs-up, give a high five, say something nice)

EXPLAIN: Today we will practice giving each other compliments by saying something nice. We will talk about how it makes us feel to give compliments. We also will talk about how it makes us feel to get compliments from someone.

I have your names on slips of paper in a basket. Each time I pull a person's name from the basket, I will give that person a compliment. Then you will have a chance to give that same person a compliment, if you'd like.

We learned yesterday that a compliment can be about a way someone helped or something else someone did. A compliment lets others know we paid attention to something they did, and that we like what they did.

ACT: [*Pull a name from the basket. Show the name to the children and ask if they know whose name it is. Help by sounding out the name, if needed.*]

I pulled out _____'s name. I will start by giving _____ a compliment.

[*Offer a specific compliment to the child whose name is on the slip of paper. Examples: "You did a great job cleaning up the blocks this morning." "I like how you used your walking feet when you came in from outdoor time this morning." "You said some funny things when we talked about a book yesterday."*]

- After you give the child a compliment, ask the child: "How did it feel to get a compliment?"
- Ask a volunteer to give the same child another compliment. Remind the child receiving the compliment to say "thank you," if necessary.
- Ask the child who gave the compliment: "How did it feel to give a compliment?"

Continue this pattern until each child has a chance to give and receive a compliment, and to describe how it felt to give and receive a compliment.]

RECAP: Today we practiced giving and receiving compliments by saying something nice. Is it harder to give a compliment by saying something nice or by giving a high five? Why?

WEEK

9

DAY

3

Getting Along With Others *continued*



Scaffolding Tips

Extra support ■ Some children may not wish to volunteer to give others a compliment. This is okay.

■ Some children may express that they feel embarrassed to receive a compliment. Point out that it is okay to have different kinds of feelings when receiving a compliment.

Enrichment ■ Ask children to think of a time when they received a compliment from someone outside of the classroom. How did it feel to get a compliment?



Center Activity

Provide the basket of names used in today's activity. Encourage children to choose a name from the basket and give the child listed on the slip of paper a compliment. Then invite another child to choose a name and offer a compliment.



Family Child Care

School-age children in your setting may enjoy making a compliment card for a family member. Also, encourage children to offer other children compliments throughout the day.



3-5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will understand how to use their sense of touch to learn the texture of different items.



Key Concepts

New: Touch
Collage
Texture



Materials Needed

Construction paper—1 piece per child
Bottle glue
Small items of different textures for a collage (see activity)



Also Promotes

Creative Expression

BEGIN: We are using our different senses to learn about things. What sense did we use yesterday with different things in a box? (smell)

EXPLAIN: Today we are going to learn more about things by using our sense of touch. We feel something with a part of our body when we use our sense of **touch**.

We have skin all over our bodies. If something touches our skin, we can feel it.

- ASK:**
- Can we feel something if someone touches our arm? Our skin is what helps us feel something.
 - How does it feel when we walk on rocks with our bare feet? (pokey, sharp) We can feel the rocks poking our feet.

EXPLAIN: Today we are going to use our sense of touch to make a collage. A **collage** is a piece of art that is made with different kinds of things. Let's say the word collage together: col-lage. We are going to use things that have different textures. **Texture** is how something feels when we touch it. A texture can be bumpy, smooth, soft, or hard. Before we begin our collage, let's learn more about the things we are going to use.

ACT: *[Place items of different textures in a central location. Examples: aluminum foil, sandpaper, velvet, fake fur, feathers, cotton balls, tissue paper. Be sure items are small and can be glued to paper.]*

Pass around the various items, one at a time. Encourage children to feel and describe each item and to pass it along to others.]

You may choose any of the items you'd like to use for your collage. The more items you use, the more textures you will be able to feel on your collage.

[Children may create a collage individually or in small groups. As children glue each item to their paper, ask them to again feel and describe the texture of each item. Is it smooth, rough, fuzzy, soft,



Being a Scientist *continued*



etc.? As children finish, place their collages in a safe place to dry and then display them in the room.]

RECAP: Today we learned more about our sense of touch. Our sense of touch is an important tool we use to learn about something. We described how things felt and made a collage from things with different textures.

Scaffolding Tips

Extra support ■ Draw attention to other experiences with the sense of touch. Examples: “Do your clothes ever feel scratchy?” “What did it feel like when we touch ice cubes?” (cold, hard) ■ Some children may not be familiar with some of the terms used to describe different textures. Say key words as children feel different textures. Example: “The sandpaper feels rough.”

Enrichment ■ Ask children to describe what it feels like when they take a bath. What does the water feel like? How about the bubbles? How does it feel when they accidentally sit on a toy in the bathtub? ■ Promote children’s comparisons of how different textures feel in their collage by asking questions such as: “What is the softest item in your collage?” “What is the roughest?” “What is the smoothest?”

Center Activity

Fill the sensory table or a tub with shredded paper. Provide tongs, bowls, tweezers, and other items for exploration. Encourage children to use their senses as they explore the shredded paper.

Family Child Care

Invite children to make a texture quilt. Provide flat items with different textures that can be cut into squares. Examples: aluminum foil, sandpaper, fabric, tissue paper. Invite school-age children to name the item and describe how it feels. Example: “This is sandpaper. It feels rough.” Invite children to glue the squares to a large poster board while encouraging them to place different textures next to each other.



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will broaden their understanding of a compound word. Children also will understand the name and sound of the letter O.



Key Concepts

Review: Compound word



Materials Needed

- *Compound and component word cards (see Be Prepared)
- Chart paper
- Marker
- *Letter O card
- Chart from Day 2
- *4 letter O picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names
- *Printables provided

Be Prepared: For today's activity each child will need one component word card of a compound word. Example: Landon will get the card that says "fire" and Tyler will get the card that says "man."

BEGIN: [Arrange children sitting in a circle.]

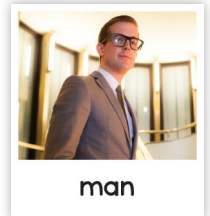
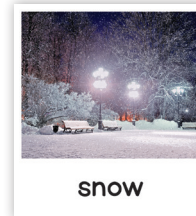
Today we are going to make compound words by working with someone else in our classroom. Who can tell us what a compound word is? (when two words are put together to make a new word) I am going to give each of you one word card.

[Give each child one component word card.]

EXPLAIN: Please take a look at your card. The word on your card will make a compound word when it is put with the card of someone else in our room. I am going to invite two of you to come to the front of the room to show us your cards. Each of you can tell us the name of the picture on your card. We will help you if you aren't sure about the word or picture on your card. Then we will put the two words together to make a new word. Let me show you first.

ACT: [Give an adult helper the word card "man" and you take word card "snow."]

I would like to make a compound word. I have the word card that says "snow." Who has the word card that says "man"?



[Invite the adult helper with the component word card "man" to stand next to you at the front of the room. Hold both component word cards together.]

The name of the picture on my card is "snow." (Adult helper)'s card says "man."

What compound word do we have when we put together the words "snow" and "man"? (snowman) Yes! We have snowman.

What can you tell us about the word "snowman"?



[Offer a brief description or definition of a snowman that draws attention to the compound word card picture. Be sure all children are able to see the compound word card.]

I will write snowman on our chart paper.

[Write the word "snowman" as you say the word.]



Let's clap for each part of the compound word.

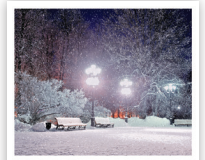
[Lead children in clapping two times, once for each part of the compound word, as you say the word together.]

I wonder what would happen if we switched our words around? Let's try it!

[Switch places with the adult helper and hold your cards together to make the word "mansnow."]



man



snow

Glen Darrud/flickr/(CC BY-NC 2.0)

Now our new word is "mansnow." That is a silly compound word! Have you ever heard the word "mansnow"? No! It's not a real word. "Mansnow" does not mean the same thing as "snowman." When we make compound words we need to put the words in the correct order.

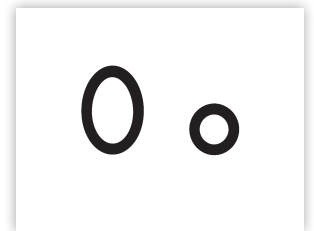
Now it is your turn to make compound words!

[Do the activity demonstrated above for each pair of word cards. Example: "If you have the word "corn" or the word "bread" please come to the front of the room." If children are unsure if they hold one of the designated cards, help if necessary (see Extra Support tip). For each pair of cards, invite children to make the new compound word and write it on the chart. Then invite children to switch places to make the new "silly" compound word. Continue until all children have had a turn.]

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

[Display letter O card.]

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



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

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

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

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

ASK: Who remembers our word that begins with the letter O? (observe)

ACT: The letter O says /o/, just like in the word "observe." /o/, /o/, observe. Let's say that together: /o/, /o/, observe.



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



octopus

Brian Gratwicke/flickr/(CC BY 2.0)



olive



ostrich

William Andrus/flickr/(CC BY 2.0)



owl

nutmeg66/flickr/(CC BY-NC-ND 2.0)

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

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

[Help children by suggesting other words that start with o. Examples: otter, on, off, opposite, omelet.]

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

We use one line to make an uppercase O. The line curves around like this.

[Give each child his/her letter journal.]

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

RECAP: Today we practiced putting two words together to make a new word. Who can tell us what the new word is called? (compound word) We made some silly compound words. How did we make silly words? (putting two words in the wrong order)

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



Scaffolding Tips

Extra support ■ If children have difficulty determining the new word made by two component words, point to each word as you say it. Begin by saying each component word with a pause between them and then say both words one after the other. Example: paint . . . brush, paintbrush.

■ Some children may not know if they are holding the designated card when you call for it. In this instance ask an adult helper to offer help if needed by watching children as you call for a card. Alternatively, children may place cards in front of them so you can better see who holds each card.

■ Use one or both of the picture cards not selected for inclusion in the main activity to help children understand the first letter of the pictured animal or item. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to think of compound words not used in today's activity. What would the new "silly" compound word be if the two component words were switched? ■ Some children may be interested in your demonstrating and describing how to make a lowercase o. Example: "We use one line to make a lowercase o. The line curves around like this. A lowercase o looks like an uppercase O, but it's smaller."



Center Activity

Provide *component and *compound word cards used in today's activity. Encourage children to match component word cards to make new compound words. Then invite children to switch the two cards to make a new "silly" compound word.

*Printables provided



Family Child Care

Provide *component word cards and invite children to randomly match two component word cards to make a new compound word. Invite school-age children to ask younger children if the word makes sense or is a "silly" compound word.

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will identify and sort basic shapes of selected items.



Key Concepts

New: Sort

Review: Circle

Square

Triangle

Rectangle



Materials Needed

4 trays

Basket

Classroom items of various shapes (see Be Prepared)

4 pieces of paper with one of the 4 basic shapes drawn on each



Optional Reading

My Heart is Like a Zoo by Michael Hall

Be Prepared: Fill a basket with small items that represent a circle, square, triangle, or rectangle shape. Examples: blocks, books, shapes (pattern blocks), crayon boxes, napkins, play food items. Create a separate collection of four classroom items that do not represent one of the four shapes emphasized in the activity. Examples: doll, pencil, scissors, bottle of glue. On each tray, place a paper with one of the four basic shapes drawn on it.

BEGIN: [*Display appropriate shape drawn on paper as you ask questions below:*]

- What is something special about a circle?
- How about a square?
- How do we describe a triangle?
- How about a rectangle?

EXPLAIN: Today we are going to sort some items by shape.

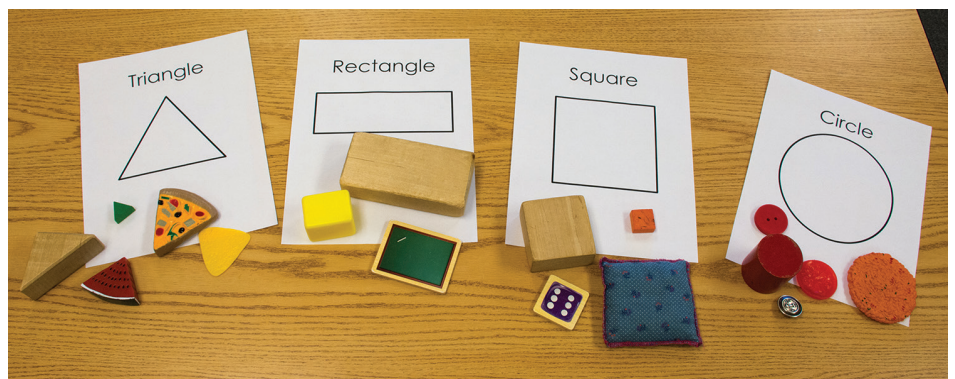
ASK: What do you think it means to sort things?

EXPLAIN: When we **sort**, we put things into certain groups. Today we will look at some items in our classroom and decide which shape they are. Then we will put the item into a group with other items that have the same shape.

I have four trays. One tray is for circles. One tray is for squares. One tray is for rectangles. And one tray is for triangles. We will put each item on the correct tray.

After we decide the shape of each item, I would like you to tell us how you know.

ACT: [*Invite each child to take a turn choosing an item from the basket, saying its shape, and putting it on the correct tray. Encourage children to describe the shape.*]



Let's look at some other items from our classroom and decide if their shape is a circle, square, triangle, or rectangle.

[Hold up one of the four items that does not represent one of the four basic shapes shown in the trays.]

- Item 1: Is this a circle? Why not?
- Item 2: Is this a square? Why not?
- Item 3: Is this a triangle? Why not?
- Item 4: Is this a rectangle? Why not?

RECAP: Today we sorted items in our classroom by shape. We looked at each item and decided which shape it was by looking at its outline, sides, and corners.



Scaffolding Tips

Extra support ■ Encourage children who seem uncertain about characteristics of some of the four basic shapes to choose shapes with which they are familiar. Ask them to use their finger to trace a shape on the tray paper as it is described or named.

Enrichment ■ Put all the objects into a bag or big box and have each child close his/her eyes and describe what he/she pulls out. Invite the child to identify the shape without looking. The child can then look to check, and place the item on the correct tray.



123 Center Activity

Supply the sorting items used during today's math activity. Encourage children to sort the items again.



Family Child Care

Assign each child to a shape that the child is still learning (has limited or no familiarity with) and to a shape the child has mastered (able to name, describe). Ask the children to bring from home one item for each of the two assigned shapes that is in the form of the shape. Review the shape name and characteristics before and after the shapes are found at home.



3-5 YEARS

Large Group



Skill and Goal

Appreciation of individual and family diversity

Children will understand the concept of cultural differences across families.



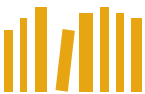
Key Concepts

New: Culture



Materials Needed

Items to support today's visitors (examples: plates, napkins)
Camera



Optional Reading

Families in Many Cultures
by Heather Adamson

Be Prepared: There are special guests today (see Week 7, Day 4). Choose an area in the room to be used as the Family Culture Shelf for the remainder of the year. You may wish for the shelf to be a display case, if available in your classroom. The shelf will be "launched" today! Send a note to families explaining the Family Culture Shelf. Encourage children to share special items from their family culture throughout the year. If today's guests bring special foods, make sure you are aware of any allergies. Encourage children to try new foods or politely decline. Take several pictures of today's visit to display in the classroom after the event. Also, be sure to finalize arrangements for family visits tomorrow (see Week 7, Day 4). Suggest that families unable to attend may wish to read a book with their child about family cultures. One possibility is: *Families in Many Cultures* by Heather Adamson.

Looking Ahead: Send a note home asking parents to send a shoebox or tissue box or some other small box that does not have a glossy finish. Children will use the box in Week 11 to create a miniature home.

BEGIN: Today is a very special day! We have guests who are going to help us learn more about how families are unique. Remember, no two families are exactly the same.

EXPLAIN: Families live all over the world in many different countries. Families from different countries may do things differently. Or, families from different countries may do things the same way.

Today our guests will help us learn about families in different cultures. A **culture** is a group of people who have a similar way of thinking and doing things. There are many cultures within countries and all over the world.

ACT: [Introduce each guest. Follow the plan agreed upon in advance with each guest. Discussion questions might include the following:

- Where were the older members of your family born?
- How does your family celebrate special holidays or other events?
- What do you remember that was special about growing up in your family?
- Tell us about your family's favorite thing to eat.]

EXPLAIN: We are going to start a Family Culture Shelf in our classroom. Our Family Culture Shelf will be an area where you can share something from your home that is special to your family's culture. For example, in many cultures, people use chopsticks to eat. This is different from the spoon, fork, and knife used in many other cultures. Chopsticks would be an interesting thing to share.

We will use our Family Culture Shelf throughout the year. We can place something in this area that is special to our family's culture. Then during a special time each day, we will share our items.

Appreciating Our Families *continued*



The items on our shelf are very special and will belong to our families. We should not touch the items unless an adult is helping us.

ACT: Today I am going to invite our guests to describe an item they brought to our classroom.

[If guests do not wish to contribute their item to the Family Culture Shelf, please take a picture of it and place the picture on the shelf.]

RECAP: Today we learned about families from different cultures (or a different culture). Please join me in clapping as a way of thanking our guests for sharing with us today!



Scaffolding Tips

Extra support ■ As children listen to each visitor share, help keep them focused by sitting with them and guiding interactions as appropriate.

Enrichment ■ Can children think of other questions to ask that are more specific to what is being shared? Example: "How do you make your favorite food?"



Center Activity

Provide music from different cultures. Invite children to dance along to the music. Provide cultural clothing to wear while dancing, if possible.



Family Child Care

Prepare a lunch item or snack from a different culture. Look for the following or other cultural cookbooks for children at your local library: *The 2nd International Cookbook for Kids* by Matthew Locricchio. Also, invite children to bring from home a favorite recipe for a snack or lunch item. Invite all children in your setting to help prepare the snack or lunch item.



3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will practice turning different parts of their body.



Key Concepts

New: Turn

Review: Balance



Materials Needed

None



Also Promotes

Self-Regulation

BEGIN: We are learning how to balance our bodies. Remember, when we balance something we keep it steady.

EXPLAIN: Today we will try to balance our bodies while we turn part of our bodies. When we **turn** something, we move it into a new position.

ASK: What parts of our body could we turn without hurting ourselves? (head, waist, legs)

ACT: [*Demonstrate turning each of the following body parts. Point to the body part before you turn it. Encourage children to follow your lead.*]

- Let's practice turning our head.
- Let's practice turning our waist.

What else moves when we turn our waist? (shoulders, arms, maybe head)

- Let's practice turning one of our legs. We can lift our foot or move our foot when we turn our leg.

EXPLAIN: Now I will say some ways we could turn our bodies. Try to move your body in the way I suggest. Please pay attention to keeping your balance. Remember, we can hold our arms to the side to help us keep our balance. Let's stay in our own personal space so we do not bump into others.

ACT: [*Offer as many of the following requests as time permits. Provide experience in turning each of the following: head, waist, a leg. The first part of the request is how to place our bodies and the second part is what to turn.*]

- Legs wide apart: turn head, waist, or a leg
- Legs close together: turn head, waist, or a leg
- On our tiptoes: turn head, waist, or a leg
- On our bottom: turn head, waist, or a leg

ASK:

- What was the easiest way for you to turn a part of your body? (legs wide apart, legs close together, on our tiptoes, on our bottom)
- What was the hardest way for you to turn a part of your body?
- Was it easy or hard to keep your balance? Why?



WEEK

9

DAY

4

Moving Our Bodies *continued*



RECAP: Today we practiced turning parts of our bodies. We turned our heads, waists, and legs. We did this while standing on our feet and our tiptoes, and sitting on our bottoms! We are learning how our body works when we move parts of our body.



Scaffolding Tips

Extra support ■ Provide demonstrations of turning a part of your body during the second segment of the activity. ■ If some children seem unclear about the request, break the request into its two parts. Example: "First let's put our legs far apart. Next let's turn our head."

Enrichment ■ When you lead children in turning their heads, explain that our neck is what actually turns our head. Point to your neck and show how it moves your head. ■ Children may turn a leg of their choice. Some may wish to practice turning each leg (one at a time). ■ Encourage children to offer ideas on what body parts to turn and/or sequence of combinations.



Center Activity

Invite children to take turns being the person who requests different ways to place our body and turn part of our body.



Family Child Care

School-age children who participate in organized or informal sports may enjoy demonstrating how they keep their balance while turning a part of their body during a sport.

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 O.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter O card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

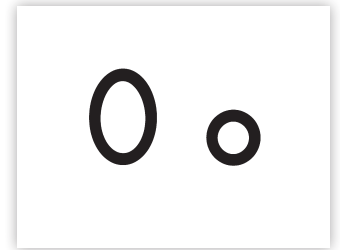
*Printables provided

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 O card.]

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

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



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:
 - o What is our book about?
 - o Who were the main characters in our book?
 - o 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:
 - o Read the sentence with the novel word. Identify the novel word.
 - o Repeat the sentence in which the word is used.
 - o 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:
 - o Ask children to describe a picture related to the word.
 - o Define a word without naming it and ask children to identify the word.
 - o Encourage children to think about a novel word or phrase in another context.

WEEK

9

DAY

5

Understanding Words *continued*



Language/
Literacy

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

3-5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will deepen their understanding of characteristics of four basic shapes, including triangle variations.



Key Concepts

Review: Diagonal
Sort
Circle
Square
Triangle
Rectangle



Materials Needed

- *Cutouts of circle, square, rectangle, and 3 types of triangles (same as Day 3)
- 2 identical squares
- Scissors (for staff only)
- 2 square shapes (pattern blocks)
- Children's shape pictures from Day 3

*Printables provided

Be Prepared: Cut two identical squares from paper of the same color for a review of the Day 2 demonstration of how to make triangles and rectangles from a square.

BEGIN: I am going to hold up a shape. Please help me describe each shape.

[Hold up a circle, square, rectangle, and three variations of a triangle (see adjacent pictures). Present the three triangles together, one at a time, if you anticipate it may be challenging for some children to understand each is a triangle. Otherwise, spread the three triangles among the three other shapes in your presentation of each. After children name the shape, ask how we know it is the named shape. See Day 1 descriptions.]

ACT: *[Lead children in the hand formations described below.]*

- Let's show how we can make a circle with our hands.
- Let's show how we can make a triangle with our hands.

EXPLAIN: This week we put some shapes together and took some shapes apart to make new shapes.

[Display the two square shapes, one in each hand.]

ASK: How can we use these two square blocks to make a rectangle? (hold squares together, next to each other)

EXPLAIN: *[Display paper square. Point out the diagonal when you describe it.]*

We know this is a square. We learned we can use a square to make two triangles. We used the diagonal of the square to make the triangles. Remember, a diagonal is a straight line inside a shape that goes from one corner to another corner.

- ASK:**
- How can I make two triangles from the square I am holding? (cut along the diagonal)
[Cut along the diagonal and show each triangle. Display a second paper square.]
 - I am holding another square. How can I make two rectangles from this square? (cut along the middle of the square)
[Cut along the middle of the square and show each rectangle.]
 - We also used shapes to make pictures. Who would like to tell us what you made and the shapes you used?



RECAP: We know that shapes are all around us. We can take shapes apart and put them together to make new shapes.

- Where is something in our room that is in the shape of a circle?
- How about a rectangle?
- Are there any shapes on your clothes today?
- Which shape is it?



Scaffolding Tips

Extra support ■ When children describe how they determined the name of the shapes they see, affirm what they've said. Example: "Yes, a square has four equal sides." ■ After you show the two triangles you cut from the square, hold the triangles together in the shape of the square and describe how they make (and came from) a square. Use a similar strategy after you show the two rectangles you cut from the second square.

Enrichment ■ Invite volunteer children to lead children in making a circle and a triangle with their hands, and to demonstrate how to make a rectangle from two square blocks.

123 Center Activity

Put various shape cutouts in an empty tissue box or in a small cardboard box with a small hole cut in the top. Invite children to reach in and feel a shape. Ask children to name the shape by feeling it and then remove the item to see if they were correct.



Family Child Care

Encourage children to share the shape items they bring from home (see Day 4). Invite children to describe how they know the items are the assigned shape.



3-5 YEARS

Large Group



Skill and Goal

Appreciation of individual and family diversity

Children will strengthen their understanding of the differences and similarities of families.



Key Concepts

Review: Family



Materials Needed

Items to support today's visitors (example: plates, napkins)
Camera

Be Prepared: The plan below may be used on any day you schedule a Family Share Day (see Week 7, Day 4). If family members bring special foods, make sure you are aware of any allergies. Encourage children to try new foods or politely decline. Please allow sufficient time for this very special day. Take several pictures to display in the classroom after the event.

BEGIN: Today is another very special day! It is Family Share Day! Some members of our families are here to share with us today. We know that a family is a group of people. Some of our family members may live far away and some may live near us or with us. We are learning that all families are unique.

EXPLAIN: We need to be especially good listeners as family members share special things about our families today.

ASK: Who can tell us one way that we can be a good listener? (sitting quietly, looking at the person talking, raising your hand if you have a question, etc.)

EXPLAIN: Let's think of some questions we can ask of our family members today.

[Encourage children to think of questions that they may want to ask. Examples:]

- What does your family like to do for fun?
- What is a favorite family meal?
- Do you celebrate special holidays or events together?
- Is there a special place you like to visit together?



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Joseph/flickr/(CC BY-SA 2.0)

WEEK

9

DAY

5

Appreciating Our Families *continued*



ACT: *[Introduce each family member before he/she shares with children. Allow enough time for each family member to share and answer questions. Encourage the family member's child to stand and help share information.]*

RECAP: Today was a very special day! Some of our family members shared special things about our families. We learned more about how families can be similar and different! Please join me in clapping as a way of thanking our guests for sharing with us today!



Scaffolding Tips

Extra support ■ As children listen to each family member share, help keep them focused by sitting with them and guiding interactions as appropriate.

Enrichment ■ Encourage children to think of other questions to ask that are more specific to what is being shared. Example: "Who makes this special food in your family?"



Center Activity

Invite family members to bring an item for the Family Culture Shelf for children to observe. Encourage children to carefully explore the items.



Family Child Care

Invite family members to a special day at the park. Encourage families to bring food dishes that are special to the family or their culture. Plan special activities such as sharing of cultural games, books, and pictures.



3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will maintain their stability while walking and turning.



Key Concepts

Review: Turn



Materials Needed

Tape line on the floor—1 per child (see Be Prepared)

Teddy bear or other stuffed animal—1 per child

CD Player

Greg & Steve *Jumpin' & Jammin'* CD



Also Promotes

Self-Regulation

Be Prepared: In the activity space, place one line of tape for each child. Make the lines long enough so children can walk the line and turn their bodies a few times. If space is limited, invite two children to share a line and have additional directions in the activity.

BEGIN: Yesterday we practiced many different ways to turn our bodies. Who remembers a way we turned? We had to balance our bodies so we would not fall over while turning.

EXPLAIN: Today we will do some more turning. Remember, when we turn something, we move it into a new position.

- ASK:**
- What would you do if I asked you to turn your head?
 - Can you show us?
 - What would you do if I asked you to turn your body?
 - Can you show us?

EXPLAIN: Let's practice turning by playing a game called *Walking and Turning*. There are some lines of tape on the floor in our activity space. Each of us will walk on a different line. We will try to turn our body in a circle while we walk on our line. Let me show you.

[*Demonstrate walking a line while turning your body in one or more circles, clockwise or counterclockwise.*]

We do not want to turn our bodies too quickly or walk too fast because we might lose our balance. When you get to the end of your line, you can walk back to the beginning of your line or again turn your body in a circle as you walk.

Let's find a line to use and then wait for the signal to start.

ACT: [*Help children find a line. Make a signal for movement to start and offer guidance as appropriate.*]

- ASK:**
- How did it feel to turn your entire body while walking?
 - What did you do to keep your balance?

EXPLAIN: Let's practice keeping our balance while turning our bodies to some music.

[*Display Greg & Steve's *Jumpin' & Jammin'* CD.*]

There is a song on our CD called "Dance with Your Teddy Bear." Each of us will have a teddy bear (or stuffed animal) to dance with. Listen closely to the song. It will tell



Moving Our Bodies *continued*



us different ways to dance with a teddy bear. Try to turn your body to the music. Remember to keep your balance!

ACT: [Provide each child a teddy bear or other stuffed animal. Play Track seven on the CD *Jumpin' & Jammin'* and invite children to dance to the music as suggested on the CD.]

RECAP: Today we practiced turning our bodies and balancing while walking on a line. We also turned to music while dancing with our teddy bears. We are getting good at moving our bodies in different ways.



Scaffolding Tips

Extra support ■ As a preliminary step, children may benefit from trying to turn their body in a circle while standing. ■ Some children may find it too challenging to walk and turn. Suggest taking one or two walking steps, stopping to turn in a circle, and then taking several more walking steps. ■ To help with direction, put a green mark or dot at the start of the tape and a red mark at the end. ■ If you anticipate children will have difficulty moving down the line, shorten the line so there are opportunities to turn only once or twice.

Enrichment ■ Encourage children to take big steps and turn and then little steps and turn. Ask children if they can feel any difference between taking large steps and small steps. ■ If children are very skilled at turning, have one line that is curved to see how children can walk and turn on a curved line.



Center Activity

Place the CD and teddy bears or stuffed animals in the music center. Invite children to play the song and use the bears to practice turning their bodies while dancing.



Family Child Care

Encourage older children in your setting to help younger children walk on the line while turning. Older children can demonstrate the actions and take turns with younger children moving down a line.