

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 identify the beginning sound in our names (Days 2, 4)
- The name, sound, written form, and uses of the letter E (Days 2–5)

123

Mathematics

Counting Things

- Identifying numerals 9 and 10 (Days 1–2)
- Practice making groups of a given quantity (Day 2)
- How to identify what number comes next (Days 3, 5)
- How to use a number list (Days 4–5)

Self-
Regulation**Paying Attention**

- How to concentrate on our bodies and breathing by pretending we are a starfish and pretending to rock a stuffed animal to sleep on our stomach (Day 1)

Social-
Emotional**Understanding Feelings**

- We feel loved when we feel important and special to someone (Day 2)
- Ways to show our love for someone (Days 2–3)

Social
Studies**Exploring Where We Live**

- A city is a large community (Day 4)
- A skyscraper is a tall building in a city (Day 4)
- People use an elevator to get from floor to floor in a skyscraper (Day 4)
- Creating a unique cityscape with skyscrapers (Day 5)

Creative
Expression**Making Music**

- How we blow air into some musical instruments to make sounds (Day 1)
- How we move a bow across a string or pull on a string on some musical instruments to make sounds (Day 2)
- How we strike or shake some musical instruments to make sounds (Day 3)

Physical/
Health**Moving Our Bodies**

- How we use our eyes and hands to catch something that is moving through the air (Day 4)
- Practicing how to throw and catch different types of things (Day 5)
 - *Who Can?* 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 P.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter P 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 P card.]

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

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

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

P p

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

Number knowledge

Children will recognize the numeral nine. Children will also strengthen their recognition of numerals 1–8.



Key Concepts

New: Nine



Materials Needed

- *Large numeral cards 1–9
- *2–3 sets of small numeral cards 1–9 (one numeral per card and one card per child)
- Music CD
- Music player



Also Promotes

Self-Regulation

*Printables provided

BEGIN: We are learning what some numbers look like.

[Display large numeral cards 1–8.]

There is a number on each of these cards. When I hold up a card, please hold up the number of fingers that is the same amount as the number on the card. If I hold up the number two, how many fingers should we hold up?

[Display each card, one at a time. Observe children to see if they have mastered each numeral displayed. Hold up fingers with them, if necessary. Display cards in random order if all children in your group have mastered each numeral.]

EXPLAIN: Today we will learn what another number looks like. It is the number that comes after eight.

ASK: • What number might it be?

[Hold up nine fingers.]

- How many fingers am I holding up? I am holding up nine fingers! Let's count them.

EXPLAIN: Number nine looks like this.

[Display a large numeral nine.]

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

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

Please hold up nine fingers. Let's count them together.

Now let's take a closer look at the number nine. It looks very similar to another number we know.

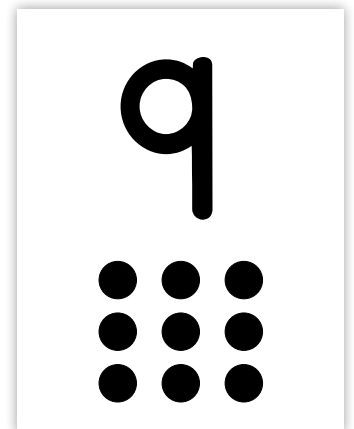
[Display a large numeral six next to the numeral nine.]

ASK: What number is similar to number nine? (six)

[Point to numerals six and nine as you discuss curved or straight lines.]

EXPLAIN: Number nine has a curved line on the top, and number six has a curved line on the bottom.

[Trace numeral nine and numeral six as you describe each numeral.]



ACT: Now we are going to play a game that will help us practice our numbers. The game we will play today is like the game *Musical Chairs*.

First we need to put our chairs in a circle.

[Invite children to bring a chair to a designated area and help them to form a circle with their chairs facing inward. On the seat of each chair, place a small numeral card with a numeral 1–9 on it.]

When the music plays, we will walk around the circle. When the music stops, please sit in a chair close to you. Each person will have a chair to sit in.

We will pick up the number card in our chair before we sit down. I will say a number after we are all sitting in our chairs. If I say the number that is on your card, hold up the card.

Then we'll stand up again, put the number card back on the chair we sat in, and play again!

[Play as long as time permits. Attempt to say each of the nine numerals so each child has an opportunity to identify and hold up a numeral.]

RECAP: Today we learned what the number nine looks like. We also played a game of *Musical Chairs* that helped us practice our numbers. We are becoming number experts!



Scaffolding Tips

Extra support ■ If children have difficulty identifying the numeral on their chair, help by describing the number you call out or displaying the large numeral card for the number you call. You may also wish to hold up the corresponding number of fingers when asking the numeral name. ■ Some children may benefit from a review of numerals 1–9 before playing the game. Place the number cards in numerical order and review the names and characteristics of each numeral. Also, count the number of dots shown on each, if necessary.

Enrichment ■ Rather than saying the name of the number, describe the number chosen and trace it in the air. Example: "This number has two straight lines; one line that goes across the top and one line that goes from the top to the bottom. What is the number?" (seven)

123 Center Activity

Provide a deck of cards with face cards (queen, king, etc.) removed. Invite children to match numerals of different suits (hearts, diamonds, etc.). Encourage children to put all of the twos in a pile, all of the threes, etc.

WEEK
17

DAY
1

Counting Things *continued*



Family Child Care

School-age children in your setting may enjoy playing a card game that focuses on numerals.
Examples: *Crazy 8's*, *Uno*[®], *Skip-Bo*[®].

3-5 YEARS

Large Group



Skill and Goal

Concentrate

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



Key Concepts

New: Starfish

Review: Concentrate



Materials Needed

*1 picture as shown

Small stuffed animal or toy—1 per child

*Printables provided

BEGIN: Today we will do an activity where we concentrate on our breathing. We know that when we concentrate, we pay close attention to something. This will help our mind to calm down and our body to be more relaxed.

We will concentrate on our breathing by pretending we are a starfish.

ASK: What is a starfish?

EXPLAIN: A **starfish** is an animal with five legs that lives in the ocean. Let's look at a picture of a starfish.



Gavin White/flickr.com/(CC BY -NC-ND 2.0)

[Display picture of a starfish.]

Let's together count the starfish legs.

[Lead children in counting the starfish legs as you point to each leg in the picture.]

The legs of a starfish come together in the center of its body.

[Point to the center of the starfish body.]

ACT: Let's point to the center of our own body.

EXPLAIN: Let's find a place on the floor to spread out like a starfish. When we find a place to lie down on our backs, we will spread out our arms, legs, and neck like a starfish. We need to make sure our body is not touching someone else.

ACT: [Dim the lights or turn them off, if possible, as children concentrate on their breathing.]

Let's close our eyes and concentrate on our breathing. Let's take a deep breath while stretching out our arms, legs, and neck on the floor like a starfish. Let's relax our arms, legs, and necks while we breathe out.

[Invite children take a deep breath while stretching out their arms, legs, and neck like a starfish. Encourage children to relax their arms, legs, and neck as they exhale. Continue this exercise five more times as children practice stretching and relaxing and concentrating on their breathing.]



Now let's bring our arms in to our sides and our legs together and then lie still on the floor. Let's keep our eyes closed and concentrate on our breathing; in and out, in and out.

I am going to gently place a stuffed animal on the center of your body. Keep concentrating on breathing in and out. The animal on your stomach will slowly move up and down.

[Gently place a stuffed animal or other small toy on each child's stomach. Walk slowly and talk quietly and calmly as you explain how the animal or toy on our stomach helps us concentrate on our breathing.]

Notice how the animal (toy) goes up on your stomach when you breathe in and down on your stomach when you breathe out. Let's pretend our stomach is rocking the stuffed animal or toy to sleep by breathing in and out. Let's concentrate on our breathing as we quietly rock our animal (toy) to sleep.

We may breathe slower when we concentrate on our breathing. Let's relax as we think about our animal rocking to sleep on our stomach.

[Continue this activity as long as children are appropriately engaged. Encourage them to think about rocking the animal to sleep as they breathe in and out.]

RECAP: Today we pretended to be a starfish while we concentrated on our breathing. We also pretended to rock our animals (toys) to sleep while we breathed slowly in and out, in and out. Concentrating on our breathing and body can help our mind to calm down and our body to relax.



Scaffolding Tips

Extra support ■ If children have difficulty concentrating on their breathing while lying quietly on the floor, encourage them to think how their spread-out body is like a starfish and how their body might feel different when they move in their arms and legs. ■ For children who might be struggling to calm down, try putting your hand gently on their forehead as you speak in a low, calm voice. ■ It is okay if some children do not want to close their eyes. They can still do the activity effectively.

Enrichment ■ If children are easily able to concentrate on their breathing and rocking their stuffed animal, encourage them to imagine how the stuffed animal or toy might feel being rocked to sleep. Encourage children to think about each movement of the stomach and whether it makes the animal or toy feel more relaxed.

WEEK

17

DAY

1

Paying Attention *continued*



Center Activity

In a quiet area of the room, hang a sheet to be used as a sort of tent. Play quiet, peaceful music and invite children to place a stuffed animal on their stomach and practice concentrating on their breathing.



Family Child Care

Encourage all children in your setting to try a breathing exercise outdoors that may help them to better calm themselves. Invite children to sit in a quiet place on the ground and close their eyes. Encourage children to breathe in through their nose and out through their mouth as they pretend to smell a flower. Encourage children to take deep breaths as they pretend to smell the flower, and then think of the flower as they exhale. Continue to practice for several minutes. If children need help with calming themselves during the day, remind them to stop and smell the flowers.

The *Starfish Stretch* game is described in the following source: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

The Family Child Care activity is described in the following source: Bragdon, L. (2012, January 30). 4 breathing exercises for kids to empower, calm, and self regulate. [Web log post]. Retrieved from <https://move-with-me.com/self-regulation/4-breathing-exercises-for-kids-to-empower-calm-and-self-regulate/>

3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand how air makes the sounds of some musical instruments.



Key Concepts

Review: Musician
Air
Volume



Materials Needed

*6 pictures as shown
My First Orchestra Book
CD
Music Player



Also Promotes

Science

*Printables provided

BEGIN: We know that different kinds of musical instruments make different sounds. We also know that a person who plays a musical instrument is called a musician.

[Display pictures of a flute and a trombone from Week 16. Point to each instrument as you name it.]

Last week we listened to the sound of each of these two instruments.

EXPLAIN: The sound of these instruments is made by air. Remember, air is all around us. We need air to breathe. Air goes into and out of our body when we breathe.

ACT: Let's feel the air that comes out of our body when we breathe. Let's hold our hand in front of our mouth and blow air onto our hand.

EXPLAIN: Musicians blow air from their bodies to make music with some instruments.

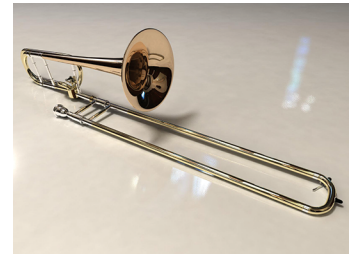
[Display pictures of a musician playing a flute and a musician playing a trombone. Name each instrument as you describe the picture. Children are not expected to remember the names of instruments.]

The musicians in these pictures are blowing air into their instruments to make a sound.

These pictures also show us where the air goes into the musical instrument.

ASK: What part of their body are the musicians using to blow air into their musical instrument? (mouth)

EXPLAIN: Here are pictures of musicians playing two other instruments. These instruments also make a sound when a musician blows air into them.



FamM/wikimedia/(CC BY-SA 3.0)



Making Music *continued*



[Display pictures of a musician playing a clarinet and a musician playing a tuba.]

- ASK:**
- What differences do you see in these two instruments? (size, straight vs. curved, color)
 - Do you think the instruments make the same kind of sound? Why/why not?

EXPLAIN: Let's listen to the sound of the smaller instrument. This instrument is called a clarinet. We can pretend we are playing the clarinet when we listen to the music made by a clarinet.

ACT: [Display the photo of a musician playing a clarinet as you play Track 20 on the CD included in *My First Orchestra Book*. Be sure to identify the clarinet sound.]

Now let's listen to the sound of the bigger instrument. It is called a tuba. We can pretend we are playing the tuba when we listen to the music made by a tuba.

[Display the photo of a musician playing a tuba as you play part of Track 30 on the CD included in *My First Orchestra Book*. Be sure to identify the tuba sound.]

ASK: What did you notice about the sounds of these two instruments? (one sounds high, one sounds low)

EXPLAIN: Small instruments make higher sounds. Bigger instruments make lower sounds.

Instruments make different sounds because they are made out of different materials and have different shapes.

[Use the pictures to remind children of differences in the shapes of the clarinet and the tuba.]

A musician can change the volume of these instruments by changing the amount of air that is blown into it. Remember, volume is how loud or quiet a sound is.

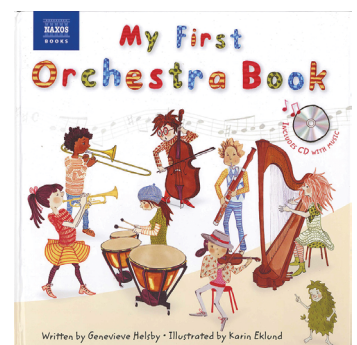
Let's hold up our hand in front of our mouth again. When I say "blow hard," we will blow very hard on our hands. "Blow hard."

ACT: [Demonstrate and encourage children to blow very hard on their hand.]

Did you feel a lot of air blowing on your hand when you blew hard?



Master Sgt. Adam M. Stump/usafband/Public Domain



Making Music *continued*



Now let's do it again. This time when I say "blow softly," blow very softly on your hand. "Blow softly."

[*Demonstrate and encourage children to blow very softly on their hand.*]

- ASK:**
- Did you feel just a little bit of air on your hand when you blew softly?
 - Do you think a musician should blow hard or blow softly to make the instrument sound quiet? (blow softly)

RECAP: Today we learned that the air inside our body can be used to make sounds on a musical instrument. The air makes music when it moves through the instrument. A musician can change the volume of the instrument by changing how much air is blown into the instrument. A lot of air goes into the instrument when the musician blows hard. The sound will be louder.



Scaffolding Tips

Extra support ■ Point to your lips to remind children of the name of this part of a body. ■ If possible, display one or more of the actual instruments included in the plan. Consider inviting a musician who plays one of the instruments to visit your classroom with his/her instrument to demonstrate and describe how it works. Another option is to show a short video of a musician playing one of the instruments.

Enrichment ■ Encourage children to think of reasons why the larger instrument would have a lower sound. Point out the path the air has to take in a tuba to get to the end of the instrument. The further the air moves, the lower the sound of the instrument. ■ Explain (with pictures) that there are holes in a clarinet, flute, and tuba. The musician covers different holes with his/her fingers to get different sounds.



Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to again listen to the CD as they look through the pages of the book. Draw children's attention to a musician's fingers playing the instrument (covering holes in the instrument; see Enrichment tip).



Family Child Care

Invite a school-age child in your family or neighborhood who is learning to play a musical instrument to show and describe how the instrument works.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will identify the initial sound of a word.
Children also will identify and name the letter E.



Key Concepts

New: Beginning sound

Review: Exercise



Materials Needed

Chart paper

Marker

*Letter E card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: We know that letters make different sounds. Today we are going to learn about the first sound we hear in a word. We will use our names to learn about the first sound in a word. We call the first sound we hear the **beginning sound** of a word.

EXPLAIN: Please listen carefully as I say the first sound of a name. We are going to figure out whose name begins with the sound I say. Let's try the first one.

ACT: [Choose the name of a child and enunciate the name's initial sound only. Example: "Whose name starts with the sound /h/, /h/, /h/, /h/? Yes! It's Hunter!" Repeat initial sounds of names, such as /d/, /d/, /d/, /d/ David. Where appropriate, stretch out the initial sound in a repeated manner, such as /f-f-f-f/, /f-f-f-f/, /f-f-f-f/ for Felicity.]

Whose name starts with the sound (initial sound of child's name)?

[If more than one child in your group has a name that begins with the same initial sound, invite children to identify all the children whose name begins with the sound. Tell how many children have names that start with the same sound. Example: "Three children in our classroom have names that start with the sound I am going to say. Let's try to figure out all three names."]

Continue until children have determined each child's name.]

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

[Display letter E card.]

ASK: Does anyone know the name of this letter?

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

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

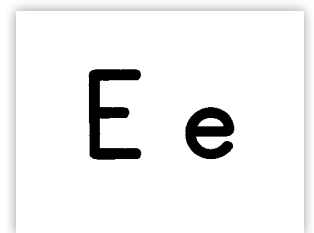
This is an uppercase E.

We can also write the letter E like this.

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

This is a lowercase e.

We are learning about the importance of exercise. Remember, exercise means we move our body or part of our body for a certain number





of times or certain amount of time. We know that we can help keep our muscles strong and healthy by exercising.

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

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

Let’s all say the word “exercise.” The word “exercise” has three letter e’s.

[Invite a volunteer child to point to each letter e in the word “exercise.”]

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

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

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

RECAP: Today we listened carefully for the first sound of our name. We learned that the first sound is called the beginning sound of a word.

We also learned about the letter E. What is a word that begins with the letter e? (exercise)



Scaffolding Tips

Extra support ■ As children determine that more than one name begins with the same initial sound, point out that a sound can be at the beginning of more than one word. Example: The sound /t/ can be heard in tulip, turtle, and Tim. ■ It may be helpful to explain that the beginning sound of a word is like the engine of a train. The engine of a train comes first, before other cars on a train. The beginning sound of a word comes before any of the other sounds in the word.

Enrichment ■ Invite individual children to take turns saying the beginning sound of another child’s name as children figure out the name.



Center Activity

Invite children to sort *picture cards by beginning sound. Provide two picture cards that begin with each of 3–4 different beginning sounds. Examples: fly, fish, bear, bat, camel, cat, skunk, snake, moose, mouse.

*Printables provided



Family Child Care

Practice beginning sounds of animal names. Place *picture cards of animals on a table. Examples: bear, pig, cat, bird, starfish, bee, cow, elephants, alligator, octopus. Invite children to guess which animal you are thinking of by listening to its beginning sound. Example: "I am thinking of an animal that begins with the sound /s-s-s-s/, /s-s-s-s/, /s-s-s-s/." (starfish) Invite school-age children to spell each animal name and say its ending sound.

*Printables provided

The beginning sounds activity is described in the following sources: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.; Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will recognize the numeral 10. Children also will strengthen their understanding of numerals 1–9.



Key Concepts

New: Ten



Materials Needed

*Large numeral cards 1–10

Unifix® cubes—10 per child

*Printables provided



Optional Reading

Goodnight Numbers by Danica McKellar

BEGIN: We are learning what numbers 1–9 look like.

[Display large numeral cards 1–9.]

I am going to hold up the cards one at a time. Please say the number on the card and then hold up the same number of fingers. How many fingers should we hold up if I hold up the number two card?

[Display cards 1–9, one at a time, in the correct order. Observe children to see if they have mastered each number displayed. Hold up the correct number of fingers, if necessary.]

EXPLAIN: Today we will learn what another number looks like. It is the number that comes after nine.

ASK: • What number might it be?

[Hold up 10 fingers.]

• How many fingers am I holding up? I am holding up 10 fingers. Let's count them!

EXPLAIN: Number 10 looks like this.

[Display a large numeral card 10.]

The number **ten** means there are 10 of something. Let's count together the dots on the number card.

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

Please hold up 10 fingers. Let's count them together.

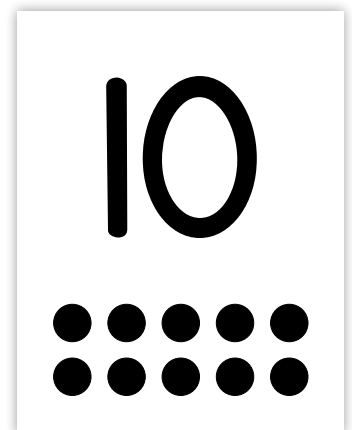
ASK: What is something special you notice about the number 10? (it has two numbers)

EXPLAIN: The number 10 is made up of two numbers.

ASK: What are the two numbers in the number 10? (one, zero)

EXPLAIN: The first number is number one and the second number is zero. Number 10 is different from other numbers we know because it has two numbers!

ACT: Now let's work some more with numbers.



[Pass out 10 cubes to each child.]

- I will hold up our number cards one at a time.
- Then we will each make a group of cubes that has the same amount as the number on the card.

Let's try it together.

[Hold up a large numeral one.]

What number am I holding up? How many cubes should be in our group? (one)
Let's make a group with one cube.

[Observe children as they make a group with one cube.]

Continue holding up large numeral cards 2–10, one at a time, as you invite children to make a group of cubes that represents the same amount. Encourage children to then count together the number of cubes in their group.

RECAP: Today we learned what number 10 looks like. What two numbers are in the number 10? (one, zero) We also practiced making groups that were the same amount as the number I held up.



Scaffolding Tips

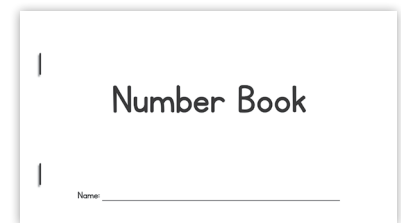
Extra support ■ Help children by pointing to each cube as they count out the number of cubes in the group.

Enrichment ■ If children have mastered making groups of cubes that match a numeral, ask them to make a group without showing them the numeral card first. Example: "Please make a group of four cubes without looking at the card."

123 Center Activity

Supply *number books. Put one numeral from 1–10 on each of 10 pages and staple them together to make a book. Invite children to place the corresponding number of stickers on each page. Example: On the page with a numeral five, children will place five stickers.

*Printables provided



WEEK

17

DAY

2

Counting Things *continued*

123
Mathematics



Family Child Care

Use *numeral cards throughout the day. Example: "Please show me how many crackers you would like by pointing to the card that shows the number you want." School-age children may enjoy working with numbers as they play hopscotch and count by 5's or 10's.

*Printables provided

WEEK

17

DAY

2

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel loved.



Key Concepts

New: Loved



Materials Needed

Guess How Much I Love You by Sam McBratney

*4 pictures as shown



Also Promotes

Language/Literacy

*Printables provided

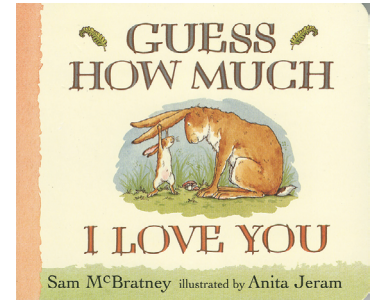


Optional Reading

The Kissing Hand by Audrey Penn

BEGIN: Today we will talk about what it means to feel loved. We feel important and special when we feel **loved**. Feeling loved makes us feel good inside.

EXPLAIN: We are going to read a book about feeling loved. Our book is called *Guess How Much I Love You*. It is written by Sam McBratney and illustrated by Anita Jeram.



ASK: What do we see on the front cover of our book?

ACT: [As you read the book, emphasize how much Little Nutbrown Hare loves Big Nutbrown Hare. Use your own words to describe illustrations.]

ASK: How did Little Nutbrown Hare show Big Nutbrown Hare how much he loved him? (stretched his arms, jumped up high, stood on his hands, etc.)

EXPLAIN: People can show their love for each other in many ways. Let's look at some pictures of people doing things that show their love.

ACT: [Display each of the four pictures, one at a time. Encourage children to share their thoughts about how the people in the pictures are showing their love.



Examples: "What is the man doing that shows the boy he is loved?" "Why do you think the grandmother is smiling as the boy gives her flowers?"]



RECAP: There are many ways to show our love for someone. We feel important, special, and really good inside when we feel loved.

WEEK

17

DAY

2

Understanding Feelings *continued*



Scaffolding Tips

Extra support ■ Help link the hares in the story to people by asking children if people can do the same things Little Nutbrown Hare and Big Nutbrown Hare did to show how much they love someone (reaching arms up high, hopping up high, kissing good night, etc.).

Enrichment ■ Encourage children to describe what each person in the provided picture(s) might be feeling and why.



Center Activity

Provide the book used during the activity and several stuffed animals. Encourage children to act out the story.



Family Child Care

Provide paper, marker, child-size scissors, glue, and crayons. Encourage children to create something that shows another person how much he/she is loved.

This activity plan is informed by the following sources: Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- Guess how much I love you. Retrieved from http://csefel.vanderbilt.edu/booknook/bn_guesshowmuch.pdf; Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- No matter what. Retrieved from http://csefel.vanderbilt.edu/booknook/no_matter.pdf

WEEK

17

DAY

2

Making Music



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand that some musical instruments have strings that make sounds.



Key Concepts

New: Strings
Bow



Materials Needed

- *3 pictures as shown
- My First Orchestra Book*
- CD
- Music player
- *Printables provided

BEGIN: We know there are many different kinds of musical instruments. Yesterday we learned that musicians can blow air into some instruments to make a sound.

Let's hold our hand in front of our mouth and blow air onto our hand. This will help us remember that air can make a sound in an instrument.

EXPLAIN: Today we will learn that some musical instruments have strings. Musicians use the **strings** to make a sound.

[Display pictures of a musician playing a double bass and a musician playing a violin. Name each instrument. Children are not expected to remember the name of each instrument.]

The musicians in these pictures are making a sound by moving a bow across a string on the instrument. A **bow** is a special tool used to play a musical instrument that is made with strings. The bow rubs against a string to make a sound.

[Point to the bow and strings in each picture.]

A musician can also make a sound by pulling a string quickly with a finger.

ASK: *[Display the two pictures side by side.]*

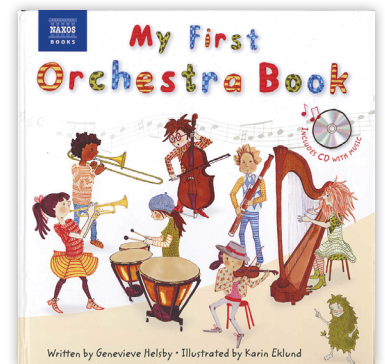
What differences do you see between these two instruments? (size, how held by musician)

ACT: Let's listen to the sound of a violin. It is the smaller instrument. We can pretend we are playing the violin when we listen to the music made by a violin.

[Display the photo of the violin and play Track seven on the CD included in My First Orchestra Book. Be sure to identify the violin sounds.]



Tom Driggers/flickr/(CC BY 2.0)





Now let's listen to the sound of a double bass. It is the bigger instrument. We can pretend we are playing the double bass when we listen to the music made by a double bass.

[Display the photo of the double bass and play part of Track 13 on the CD included in My First Orchestra Book. Be sure to identify the double bass sounds.]

ASK: How were the sounds of these two instruments different? (one sounds high, one sounds low)

EXPLAIN: *[Display picture of instrument strings.]*

Some instruments have four strings and some have six strings. Musicians can control how loud or quiet the sounds are by how hard or softly they touch or rub a string.



Steve Snodgrass/flickr/(CC BY 2.0)

ASK: Do you think the instrument would sound loud or quiet if a musician rubbed or pulled hard on a string? (loud)

EXPLAIN: A musician uses his/her fingers to hold down the strings in different places to make different kinds of sounds.

[Point out the musician's fingers on the strings as you display the picture of the musician playing a violin.]

RECAP: Today we learned how musicians make music with instruments that have strings. We learned that a musician moves a bow across a string, or quickly pulls on a string, to make a sound. A musician controls the volume of the instrument by how hard or softly he/she rubs the bow on a string or pulls a string.



Scaffolding Tips

Extra support ■ If possible, provide a string instrument for children to look at or touch. Consider inviting a person who plays a string instrument to visit your classroom to show and describe how the instrument works. Another option is to show a short video of a musician playing one of the instruments. ■ Some children may be familiar with a guitar. Explain that a guitar also has strings for making sounds.

Enrichment ■ Encourage children to think of reasons why the larger instrument (double bass) would have a lower sound. In the picture, point out the length of the strings and the hole in the middle of the instrument. The inside of the instrument is empty and the sound shakes in this empty space. The bigger the empty space, the lower the sound. ■ Explain that pulling a string quickly with a finger is called plucking. ■ Explain to children that the musician shown in the picture is using a cloth to make the violin comfortable to hold with his chin.

WEEK

17

DAY

2

Making Music *continued*



Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to listen to the CD as they look through pages of the book. String instruments are shown on pages 20–29. Invite children to focus on Tracks 4–13 (string instruments).



Family Child Care

School-age children may enjoy telling about string instruments they have learned about or seen at school.



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 the name of the letter E.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter E 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 E card.]

What is the name of this letter?

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

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

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

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

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

WEEK

17

DAY

3

Understanding Words *continued*



Language/
Literacy

- o *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
- o *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- o *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."]*

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will identify the “number after” in sequence up to 10.



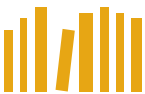
Key Concepts

Review: Divide



Materials Needed

- *Large numeral cards 1–10
- 2 stuffed animals
- *Printables provided



Optional Reading

Have You Seen My Dragon? by Steve Light

BEGIN: Today we are going to count to 10 with the help of our large number cards.

[Display large numeral cards in order from 1–10.]

Together let’s count as I point to each number beginning with number one.

[Lead children in saying each numeral. Point to each numeral as you count together.]

EXPLAIN: I am going to count again. This time, I am going to stop counting before I get to 10. When I stop counting, please say the number that comes next. We can use the number cards to help us.

ACT: Listen carefully as I start counting. 1, 2, 3, 4. . . What comes next?

[If children are unsure of what comes next, encourage them to use the number cards to follow as you count.]

Listen carefully as I count a little higher. 1, 2, 3, 4, 5. . .

[Encourage children to say the number that comes next when you pause.]

Let’s try it again. This time I am not going to start counting at number one. I am going to start counting at a different number.

Listen carefully. 4, 5, 6, 7. . . What comes next?

[Continue counting several times, starting and stopping in a different place. As children are able to identify what comes next, say fewer numbers in the counting sequence until you are saying just one number and children name the next number.]

EXPLAIN: *[If time permits:]*

We are going to divide the class into two groups. Remember, when we divide something, we separate or break up something into smaller parts.

ACT: *[Divide the class into two groups, with one adult in each group. Position each group in a circle. Use a stuffed animal to pass around each circle as each child counts.]*

Let’s count as we go around in a circle.

I will start by saying “one.” When I pass the stuffed animal to the person next to me, he/she will say the next number which is number two. Then that person will pass the stuffed animal to the person next to him/her and that person will say the next number.

Counting Things *continued*

[Count to 10 while passing the stuffed animal around the circle. When you reach 10, begin counting again.]

RECAP: Today we practiced counting. We listened to numbers being counted and then decided what number came next. Then we counted to 10 as we passed a stuffed animal around our circle.



Scaffolding Tips

Extra support ■ If children need extra assistance in determining the number that comes next, point to the large numeral cards as you say the sequence.

Enrichment ■ If children are able, try the activity with numbers higher than 10.

123 Center Activity

Provide numeral magnets and dice. Invite children to roll the dice and find the numeral magnet that corresponds to the number of dots on the dice.



Family Child Care

Practice starting and stopping the counting sequence throughout the day. Example: As children play say “You have several blocks. Let’s count them together.” Invite children to count the blocks with you and then ask what number would come next. Invite school-age children to take turns grabbing a handful of manipulatives from a basket. Encourage children to group the items in groups of 5 or 10. Then invite them to count the items by 5’s or 10’s. What would come next?

WEEK

17

DAY

3

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will strengthen their understanding of what it means to feel loved.



Key Concepts

Review: Loved



Materials Needed

Guess How Much I Love You by Sam McBratney



Also Promotes

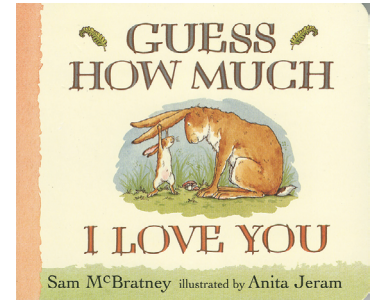
Language/Literacy

BEGIN: Yesterday we talked about what it means to feel loved. We know that when we feel loved, we feel important and special.

EXPLAIN: We read a book called *Guess How Much I Love You*.

ASK: What do you remember about the book?

EXPLAIN: Today we will read the book again. This time we will act out some of the ways Little Nutbrown Hare showed Big Nutbrown Hare how much he loved him.



ACT: [As you read the book, pause to invite children to do the same things as Little Nutbrown Hare:

- Invite children to spread their arms wide when Little Nutbrown Hare stretches his arms wide.
- Invite children to reach up high when Little Nutbrown Hare stretches his arms up as high as he can reach.
- Invite children to hop as high as they can when Little Nutbrown Hare hops as high as he can.]

RECAP: Little Nutbrown Hare moved his arms and hopped with his legs to show how much he loved Big Nutbrown Hare. There are many ways to show our love of someone. Who would like to share their favorite way to show someone they are loved?

Scaffolding Tips

Extra support ■ Remind children to stay in their personal space when they reenact Little Nutbrown Hare's actions.

Enrichment ■ Invite children to show or describe other ways they can show someone how much they love them.

Center Activity

Provide paper and drawing materials. Encourage children to make a card for someone they love.

WEEK

17

DAY

3

Understanding Feelings *continued*



Family Child Care

Provide children with books about feeling loved. Encourage school-age children to read the books to (or look at pictures in the books with) younger children. Examples: *Love You Forever* by Robert Munsch, *The Kissing Hand* by Audrey Penn, *Mama, Do You Love Me?* by Barbara M. Joosse, *Papa, Do You Love Me?* by Barbara M. Joosse. Invite children to share the books with family members at pickup time.

This activity plan is informed by the following sources: Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- Guess how much I love you. Retrieved from http://csefel.vanderbilt.edu/booknook/bn_guesshowmuch.pdf; Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- No matter what. Retrieved from http://csefel.vanderbilt.edu/booknook/no_matter.pdf

WEEK
17

DAY
3

Making Music



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand that some musical instruments make a sound with a strike or shake.



Key Concepts

New: Strike



Materials Needed

- *4 pictures as shown
- My First Orchestra Book* CD
- Music Player
- *Printables provided

BEGIN: We are learning how some musical instruments make sounds. Who remembers a way an instrument can make sound? (blowing air into the instrument, moving a bow across a string, quickly pulling a string)

EXPLAIN: Let's talk today about how we can make sounds with a drum. Let's look at three pictures of different kinds of drums.

[Display pictures of bass drum, snare drum, bongo drum. Name each instrument. Children are not expected to remember the name of each instrument.]

ASK: What are people in our pictures doing with a drum? (hitting it)

EXPLAIN: We can strike a drum to make a sound. **Strike** means to hit something.

Look at how a stick is used to strike two of the drums. The boy is using his hands to strike a bongo drum.

ACT: Pop up if you have ever played with a drum!

[Comment on the number of children who have played with a drum. Then ask children to sit down.]

Display pictures of a bass drum and a snare drum next to each other.]

ASK: What differences do you see between the drums shown in these pictures? (size, how they are hit)

ACT: Let's listen to the sound of the smaller drum. It is called a snare drum.

[Display picture of a snare drum as you play the snare drum portion of Track 32 on the CD included in My First Orchestra Book.]

Now let's listen to the sound of the larger drum. It is called a bass drum.

[Display picture of a bass drum as you play the bass drum portion of Track 32 on the CD included in My First Orchestra Book.]

ASK:

- How did the two drums sound different? (snare drum had a higher sound, bass drum had a lower sound)





- How do you think we could make a louder volume of sound on a drum? (strike it harder)

EXPLAIN: *[Display picture of child playing maracas.]*

Some instruments make a sound when you shake them. Here is a picture of a girl playing instruments called the maracas.



- ASK:**
- How do you think the girl is making a sound with the maracas? (shaking them)
 - What do you think we could do to play the maracas at a quiet volume? (shake them softly or slowly)

RECAP: Today we learned that some musical instruments make sound when we strike or shake them. Musicians can change how loud or quiet the instrument is by how hard they strike or shake the instrument.

Scaffolding Tips

Extra support ■ Invite children to play a drum or other percussion instrument if one is available. ■ If possible, display one or more of the actual instruments included in the plan. Consider inviting a musician who plays one of the instruments to visit your classroom with his/her instrument to demonstrate and describe how it works. Another option is to show a short video of a musician playing one of the instruments.

Enrichment ■ Point out differences between the sticks used to hit the snare drum and the bass drum. The bass drum sticks (also called mallets) have a soft part at the end. ■ Explain that the bass drum makes a lower sound than the snare drum because it is larger.

Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to listen to the CD as they look through the pages of the book. Invite children to focus on Tracks 31–33 (percussion instruments).

Family Child Care

If possible, provide one or more percussion instruments for children to explore and play along to music. Examples: drum, xylophone, tambourine, maracas, triangle.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of three words that begin with the same sound. Children will also understand the name and sound of the letter E.



Key Concepts

Review: Beginning sound



Materials Needed

- *Letter E card
- *4 letter E 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: Today's activity focuses on the initial sound in each child's name offered with two other words that have the same initial sound. To help the activity move along easily, you may wish to prepare in advance of the activity a list of each child's first name and two other words with the same beginning sound. The list would be for your use only, not for display to children.

BEGIN: [Arrange children in a circle on the floor.]

Today we are going to learn more about the beginning sound of our name by singing a song using our names. Remember, we call the first sound we hear the beginning sound of a word.

Beginning Sound T Song

(Sing to the tune of *Old McDonald Had a Farm*)

**What's the sound that starts these words:
turtle, time, and Tim? (wait for response from children)**

**/T/ is the sound that starts these words:
turtle, time, and Tim.**

**With a /t/, /t/ here, and a /t/, /t/ there,
here a /t/, there a /t/, everywhere a /t/, /t/.**

**/T/ is the sound that starts these words:
turtle, time, and Tim.**

ACT: Listen carefully as I sing the song.

EXPLAIN: Let's begin with the person to my right in our circle. I will sing the song using (child)'s name and the sound his/her name begins with.

ACT: [Sing the song as you go around the circle using each child's name one at a time. For each child, offer two additional words that begin with the same initial sound as the child's name. Example: For the name "Charlie," you could use the additional words "change" and "chew" for the song. Begin by singing the first sentence of the song for a child's name. Then invite children to say the sound that starts the three words. Encourage children to sing the remainder of the song with you after figuring out the sound that begins the three words. Continue until you've sung the song for each child's name.]

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

[Display letter E card.]

If a child(ren) whose name begins with the letter E was identified on Day 2, invite the child(ren) to

E e

again pop up. Say the first name of the child(ren). Emphasize the sound of the letter E when you say the name.]

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

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

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

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

ASK: What is our word that begins with the letter E? (exercise)

ACT: The letter E says /e/, just like at the beginning of the word "exercise." /e/, /e/, exercise. Let's say that together: /e/, /e/, exercise.

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



egg



ear



elbow



elephants

[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 elephants. The letter e 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 E and write them on our chart. Remember, the letter E says /e/, /e/.

[Help children by suggesting other words that begin with e. Examples: edge, elevator, engine, empty.]

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

We use four lines to make an uppercase E. One line is straight and tall and the other three lines are short and go across.

[Give each child his/her letter journal.]



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

RECAP: Today we learned more about sounds at the beginning of our names by singing a song!

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



Scaffolding Tips

Extra support ■ As you sing the song, clearly enunciate the beginning sound of each word to help children identify the initial sound similarities in the three words. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite a child to sing the beginning song using E words. ■ Some children may be interested in your demonstrating and describing how to make a lowercase e. Example: "A lowercase e is made with a curved line, and then a short straight line."



Center Activity

Fill a basket with familiar classroom items. Encourage children to sort the items by initial letter sound. Examples of items to include: pencil, scissors, glue, book, paper, doll.



Family Child Care

Sing the song from the activity using children's family member names.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will understand basic characteristics and uses of a number list.



Key Concepts

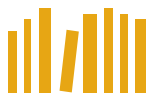
New: Detective
Number list

Review: After
Next



Materials Needed

- *Large numeral cards 1–10
- *Number lists—1 per child
- 2 different-colored sticky notes
- *Spinner (see Be Prepared)
- *Printables provided



Optional Reading

10 Little Rubber Ducks by Eric Carle

- **Be Prepared:** Assemble the *provided spinner.

BEGIN: We are learning about numbers 1–10. I am going to count to 10. I may make a mistake when I count.

[Begin counting. Repeat a number as you count. Example: 1, 2, 3, 3, 4, 5, 6, 7, 8, 9, 10.]

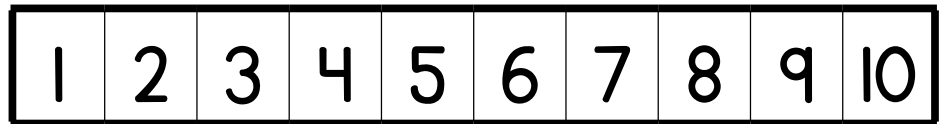
Did I make a mistake? What was the mistake?

[Encourage children to say how they know it was a mistake.]

You are becoming counting detectives! A **detective** finds information that others may not know.

EXPLAIN: Today we will learn about a number list. A **number list** is a list of numbers from 1–10. Let's take a look at a number list.

[Give each child a number list. If possible, display a number list on a board or projector screen so children can see another example of a number list.]



ASK: What does the number list look like? (it has numbers on it, it starts at number one)

ACT: We are going to say together each of the numbers on our number list. We will put our finger on each number we say together. Let's begin by putting our finger on number one.

[Lead children in saying and pointing to numerals one through 10 as you demonstrate with your own number list.]

EXPLAIN: We can use a number list to help us know which number comes after another number. Remember, after means something comes later than something else. It follows something else. We can look at our number list to know which number comes after another number.

[Point to and explain that numeral two comes after numeral one on our number list.]

We talk a lot about the “next number” when we talk about numbers. We know that next means something comes right (immediately) after something else. The next number on a number list comes right (immediately) after another number.

[Point to numeral two on the number list as you ask the following question:]

ASK: I am pointing to number two on our number list. What is the next number? (three; number three comes after number two)

ACT: We are going to play a game that uses a number list!

[Display large numeral cards in order from 1–10. Place them in an area where all children can see them and they are easy to point to.]

When we line up our numbers, they look like a giant number list! The game we will play today is called *The Great Race*. We will divide the class into two teams to play.

[Form two groups, with one group sitting next to the other group. Both teams use the same number list. Encourage children to take turns moving their team's sticky note on the number list.]

Each team will begin the game with a different-colored sticky note that will be placed before the number one on the number list.

[Choose two different colors of sticky notes and place them before the numeral one. Tell each group which color represents their team.]

We will use a spinner that has numbers one and two on it. I will spin the spinner for the first team and see which number the arrow points to.

[Spin the spinner and show the numeral the arrow points to.]

Which number is the arrow pointing to?

It is pointing to the number ___.

[Hold up ___ fingers.]

The first team needs to move its sticky note (one or two) spaces on the number list. I will point as we count together.

[Point to the numerals on the number list as you count together and move the sticky note. With the hand that is holding up the appropriate number of fingers, put one finger down each time you count.]

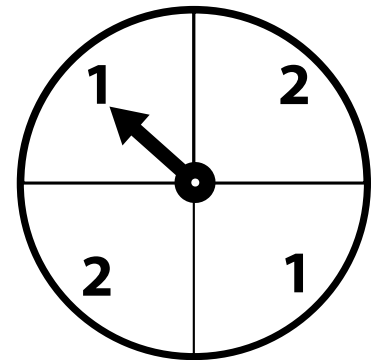
Now I will spin the spinner for the second team.

[Spin the spinner and show the numeral the arrow points to.]

Which number is the arrow pointing to?

It is pointing to the number ___.

[Hold up ___ fingers.]



The second team needs to move its sticky note (one or two) spaces on the number list. I will point as we count together.

[Point to the numerals on the number list as you count together and move the sticky note. With the hand that is holding up the appropriate number of fingers, put one finger down each time you count.]

Now each team will have another turn. I will spin the spinner for the first team again.

[Spin the spinner and show the numeral the arrow points to.]

Which number is the arrow pointing to? It is pointing to the number __. This time when we move our sticky note, we will begin by saying the number we are on, and then we will count on from that number. Let me show you.

[Begin counting by saying the number the sticky note is currently on, and then counting forward from that number. Example: The sticky note is currently on number two and the arrow is pointing to number two. Hold up two fingers. Begin with number two, on the number list and count forward two more while putting down one finger each time you count, "2, 3, 4." Continue the game until both teams reach the numeral 10. The goal of The Great Race is not to finish first, but for all children to finish.]

RECAP: We are learning how to use a number list. A number list is a list of numbers from 1–10. We also played *The Great Race* game and moved our sticky note across the number list each time we spun a number.



Scaffolding Tips

Extra support ■ In the opening segment, offer a second opportunity to identify your counting mistake. Example: 1, 2, 3, 4, 5, 6, 8, 9, 10. ■ Invite children to point to the numbers on the number list as you count as a group. ■ If children seem uncertain about “after” and/or “next,” use the Self-Regulation Week 1, Day 1 activity plan to help children remember what these concepts mean.

Enrichment ■ Ask children if they can show you where the sticky note would go if they spun a three.

123 Center Activity

Supply *number lists and magnetic numerals in a basket. Invite children to choose a numeral from the basket and tell each other what numeral comes next.

*Printables provided

WEEK

17

DAY

4

Counting Things *continued*

123
Mathematics

Family Child Care

Practice *The Great Race* game throughout the day. Invite pairs of children to play during outdoor time. Invite school-age children to practice working with numbers as they take turns rolling a pair of dice and subtracting one from the other. The child with the lowest difference gets a counter. The winner is the child with the most counters after 10 rolls of the dice.

"The Great Race" game is described in the following source: Siegler, R. S., & Ramani, G. B. (2008). Playing linear numerical board games promotes low-income children's numerical development. *Developmental Science*, 11, 655-661.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand characteristics of a big city, including a skyscraper.



Key Concepts

New: City
Skyscraper
Elevator
Cable

Review: Community



Materials Needed

*6 pictures as shown

*Printables provided

Looking Ahead: Take or secure pictures of some geographic characteristics of your community, such as ponds, lakes, bridges, railroad tracks, and hills. These pictures will be used in Weeks 19 and 20.

BEGIN: Last week we learned about the community where we live. We know that many neighborhoods together make a community. What are some places we might find in a community? (hospital, fire station, post office, etc.)

EXPLAIN: There are many different kinds of communities. A **city** is a large community. Some cities are very big. Many people live in a big city.

Today we are going to learn about tall buildings in a big city. People live and work in these tall buildings.

[Display picture of a big city.]

Here is a picture of a very big city.

ASK: What do we see in this picture of a big city? (many tall buildings)

EXPLAIN: A really tall building in a big city is called a **skyscraper**. A skyscraper has many floors. People live or work in a skyscraper. There is a very big skyscraper in our picture of a big city.

[Invite a volunteer child to point to the skyscraper in the picture of a big city.]

Let's look at another picture of a skyscraper.

[Display picture of a skyscraper. Point out its height in comparison to the trees below.]

ASK: Have you ever seen (or been in) a skyscraper? What was it like?

EXPLAIN: People use an **elevator** to get from one floor to another floor in a tall building.

[Display picture of an elevator door.]

An elevator goes up and down in a building. The elevator stops where people want to get on or off.

This picture shows us the floors of a skyscraper. There are many floors.



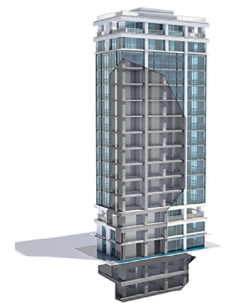
Sam Valadi/flickr.com/(CC BY 2.0)



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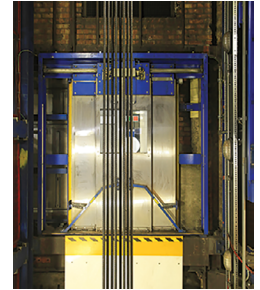


Tate Johnson/flickr.com/(CC BY 2.0)



[Display picture of a skyscraper with cutout showing multiple floors. Point to and describe the floors and how an elevator travels from the bottom of the skyscraper to the top floor.]

Long cables move the elevator. A **cable** is a thick rope of wire. Cables are very strong. Let's look at this picture of elevator cables.



[Display picture of elevator cables. Point out the long cables that move an elevator.]

We push a button in the elevator when we want to get to a different floor. Each floor has a different number.

[Display picture of elevator buttons. Point out floor numbers on buttons.]



ASK: Have you ever been in an elevator? What was it like?

RECAP: Today we learned that a city is a large community. Big cities have tall buildings called skyscrapers. What do people do in a skyscraper? (live, work) We also learned that people use an elevator to get from floor to floor in a skyscraper and other tall buildings.

Scaffolding Tips

Extra support ■ To help children understand how more people could live or work in a really tall building than in a building of shorter height, use blocks to represent one floor of a building and stack different numbers of blocks in two contrasting structures. ■ Children may be familiar with a building in your community that has two or more floors. Remind children of what is located on the different floors of this building to support their understanding of floors in a building.

Enrichment ■ Put masking tape on the floor to show the floor size (standing room) of an elevator. Invite different numbers of children to step inside the imaginary elevator to pretend moving to a different floor in close quarters.

Center Activity

Invite children to build a city in the block center. Encourage them to include a skyscraper.

Family Child Care

Encourage children throughout the day to continue to use the "elevator" marked with masking tape.



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will understand and practice basic actions in catching.



Key Concepts

New: Catch



Materials Needed

- *1 picture as shown
- Large and small balls



Also Promotes

Self-Regulation

*Printable provided

BEGIN: Last week we practiced throwing a ball up into the air.

[Display picture of girl throwing a ball.]

Here is a picture of a child throwing a ball up into the air.

What can the girl in this picture do with her hands when the ball comes down? (catch the ball)

EXPLAIN: When we **catch** something, we use our hands to stop and then hold something that is moving through the air.

ASK:

- What would happen if we used our hands to stop something that is moving through the air but did not hold it? (the item would fall to the floor/ground)

[Demonstrate throwing a large ball up into the air, stopping the ball with your hands when it comes down, and not holding the ball so it falls to the floor.]

- What did I not do after I stopped the ball? (hold it)

EXPLAIN: We use our hands to do two things when we catch something. We stop something that is moving through the air, and then we hold it with our hands.

We also use our eyes when we catch something.

ASK: [Point to your eyes as you ask the following:]

How do our eyes help us catch something? (watch what is moving through the air so we know where to put our hands to stop it)

EXPLAIN: [Display picture of girl throwing a ball and point to her head.]

The girl in our picture is looking up. She is keeping her eyes on the ball. She is watching the ball carefully. This will help her know where to put her hands to stop the ball.

The girl in our picture will need to move her arms closer together to stop the ball as it comes down.

ASK: What might the ball do if the girl keeps her arms far apart? (ball will fall to the floor/ground)



Moving Our Bodies *continued*



EXPLAIN: *[Use a large ball and a small ball to demonstrate as you describe the following:]*

We put our arms and hands further apart to stop and then hold a larger ball. We put our arms and hands closer together to stop and then hold a smaller ball.

I will pass around some larger balls and some smaller balls for you to hold. Please pay attention to how far apart you put your arms and hands when you hold balls that are different sizes.

ACT: *[Pass around balls as described above. Encourage children to describe whether their arms and hands are closer together or further apart when they hold different balls.]*

Let's practice our catching skills. We can share our different balls, so each of us can try catching larger balls and smaller balls. Each of us will throw a ball up into the air and then practice catching it.

[If appropriate, remind children to watch their ball carefully and to move their arms and hands to stop the ball and then hold it.]

RECAP: How do we use our eyes when we want to stop something that is moving through the air? (watch what we want to stop) What do we do with our hands after we stop something from moving in the air? (hold what was moving) What was easier to catch, a smaller ball or a larger ball? Why?



Scaffolding Tips

Extra support ■ If a child has repeated difficulty catching a ball, hold a ball just above and in front of the child's head and drop it into his/her hands. ■ If a child needs more practice following an object with his/her eyes, blow bubbles into the air and encourage the child to watch the bubble float down and then try to catch a bubble when it is in front of him/her. ■ If it is too challenging for a child to catch a ball falling through the air, invite the child to sit on the floor with legs spread apart, and then you roll a soft ball toward the child. Encourage the child to use his/her hands to stop and then hold the ball. ■ Review basic actions in throwing a ball up into the air (Week 16, Days 4 and 5) if it appears children need additional practice in this type of throwing.

Enrichment ■ Invite children to use one hand to throw a smaller and/or larger ball up into the air (one at a time) and then catch it. Ask children to describe their experience of using one hand with a smaller ball vs. a larger ball.

WEEK

17

DAY

4

Moving Our Bodies *continued*



Center Activity

In an outside area, designate a specific place for children to practice throwing and catching items. Use a variety of balls or other light items. As an indoor activity, create a “snowball” catch game with paper crumpled into balls. Encourage children to throw the “snowballs” up into the air and then catch them. Add challenge by inviting children to catch with one hand.



Family Child Care

Provide stuffed animals or teddy bears for children to throw up into the air to catch. Consider providing larger toys for younger children and smaller stuffed toys for older children.

This activity is informed by the follow source: PE Central. (n.d.). Physical education lesson ideas. [Web log post]. Retrieved from <http://www.pecentral.org/lessonideas/pelessonplans.html>

WEEK
17

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 E.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter E 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 E card.]

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

Letter E says /e/, just like in the word "exercise." /e/, /e/, exercise. Let's together say /e/, /e/, exercise.

E e

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

17

DAY

5

Understanding Words *continued*



Language/
Literacy

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will identify the “number after” any given number up to 10, and practice using a number list.



Key Concepts

Review: After
Number list



Materials Needed

- *Large numeral cards 1–10
- *Number list
- 2 different-colored sticky notes
- *Spinner from Day 4
- *Printables provided



Optional Reading

Stack the Cats by Susie Ghahremani

BEGIN: We are learning what numbers 1–10 look like. We are also learning how to use a number list to find which number comes after another number. We know that after means something comes later than something else. If follows something else.

EXPLAIN: This week we practiced our numbers by making groups of cubes. Let’s try it again with our fingers. I will hold up a number card and then we can hold up the same number of fingers.

ACT: [*Hold up large numeral cards 1–10 in random order and encourage children to hold up the same number of fingers.*]

EXPLAIN: We can also use our number cards to help us know which number comes next. I will begin counting and then stop before I count to number 10. Please say what comes next when I stop counting.

[*Line up large numeral cards in a row similar to a number list.*]

- ASK:**
- 5, 6, 7. . . . What comes next?
 - 4, 5. . . . What comes next?
 - What number comes after 9?

EXPLAIN: We learned that a number list has numbers 1–10. We used our number list to play *The Great Race* game. Let’s play *The Great Race* game again!

[*Display a number list. Divide the class into two teams and play *The Great Race* game. Include the “count on” strategy introduced in the second turn of the game on Day 4. Play as long as time permits.*]

RECAP: We know what numbers 1–10 look like. We also know how to use a number list to find which number comes after another number. Numbers are so much fun!

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Scaffolding Tips

Extra support ■ Follow along with your finger on the row of large numeral cards to help children find what comes next.

Enrichment ■ Invite children to turn the number list upside down so they cannot see it. Ask children if they can determine what number comes next without looking at the number list.

123 Center Activity

Supply a *number list and *spinner for pairs of children to play *The Great Race* game. Use counters to move along the number list.

*Printables provided



Family Child Care

Encourage families to play **The Great Race* game at home. Send home provided instructions that list how to play.

*Printables provided

The Great Race Game

Prepare the Game Pieces:

1. Mark the paper on horizontal and vertical lines to create a 2x2 grid.
2. Assemble spinner by punching holes in the areas and attaching the center to the center of the spinner wheel with a paper fastener.

How to Play the Great Race Game

Split family members into 2 teams, Team 1 and Team 2. Each team gets a number 10 and a different colored chip to use.

Begin the game with each team placing their chips on the number 1 of their team's number line.

Team 1 will spin the spinner once.

When the arrow stops on a number Team 1 members will add up the number of fingers that correspond to the number the arrow is pointing to. Team 1 will then use that sum to move the number of spaces on the number line that the number on the spinner indicates. They will count together and move the chips one with the hand that is holding on the equipment number of fingers, just one finger down each time they count.

Team 2 will then take their turn, spin the arrow and move forward the number that Team 1. Each team will have another turn. Spin the spinner again and move the counter the same procedure.

The first player to move the chip to 10, begins counting again on the number line and counts to 10, will then counting forward from that number. Example: The chip is on 6, counting on number 1 and the arrow pointing to number 2, will add up 2 more while counting down from 6 to 4. Repeat until you reach 10.

Continue the game until both teams reach the number 10. The goal of the game is to be the first to reach 10, but to be both teams to reach 10.

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10



3-5 YEARS

Large Group



Skill and Goal

Knowledge of physical environments

Children will broaden their understanding of skyscrapers in big cities by creating a picture of skyscrapers.



Key Concepts

Review: City
Skyscraper
Unique



Materials Needed

- *1 picture as shown
- Child-size scissors—1 per child
- Glue—1 per child
- Construction paper of different colors, including black
- Precut squares (see Be Prepared)
- Completed cityscape (see Be Prepared)



Also Promotes

Mathematics
Creative Expression

*Printables provided

Be Prepared: Children create a cityscape in today's activity. Before the activity, construct a cityscape using various shapes of construction paper and glue. Your cityscape creation is to serve as an example, not a model for children to copy. Also, prepare small squares of construction paper for children to use as windows in their cityscape creations.

BEGIN: We are learning about buildings in big cities. Remember, a city is a large community. Some big cities have skyscrapers. What is a skyscraper? (a very tall building)

EXPLAIN: *[Display picture of skyscrapers taken at night.]*

Let's look at this picture of a big city taken at nighttime, when the sun was not shining.



Wilhelm Joys Andersen/flickr.com/(CC BY-SA 2.0)

ASK: What do we see in this picture? (skyscrapers, lights)

EXPLAIN: Today we are going to make some skyscrapers with different colors of paper. Each of us will make our own skyscrapers.

We will make our skyscrapers on black paper to make it look like it is nighttime in a big city.

[Display your cityscape.]

Here is a picture of some skyscrapers at nighttime made from different colors of paper.

ASK: What do we see in this picture? (skyscrapers, lights, stars, moon)

EXPLAIN: We can make our skyscrapers look however we'd like.

- ASK:**
- What shape are the skyscrapers in the pictures? (rectangles)
[Use your finger to show the outline of rectangles in your cityscape creation.]
 - Do skyscrapers have windows? (yes! they have lots of windows)

EXPLAIN: The windows in the skyscrapers in this picture are squares.

[Use your finger to show the outline of several windows in your cityscape creation.]

Give each child a black piece of 12 x 18 or 8 x 10 construction paper.]





We are going to cut our skyscrapers out of colored paper.

Each of us can cut out our skyscrapers and glue them to our black paper. Then we can use small square pieces of paper to add windows to our skyscrapers.

Skyscrapers can be very different. Let's each make our skyscrapers unique! Remember, unique means that there is no other just like it.

RECAP: Today we created skyscrapers. We will hang our skyscrapers on the wall and share them with each other next week.



Scaffolding Tips

Extra support ■ Remind children that a rectangle has four straight sides and four corners (Mathematics Week 5, Day 1). ■ Remind children that a square has four equal and straight sides (Mathematics Week 4, Day 1). ■ As children create their cityscape, help with cutting and gluing as necessary.

Enrichment ■ Ask children what they might see when looking out of the window of a skyscraper.



Center Activity

Provide Unifix® cubes or Legos®. Invite children to stack the Unifix® cubes or Legos® as tall as they can to make skyscrapers. Encourage children to count the number of manipulatives in each skyscraper.



Family Child Care

Invite older children in your setting to make their own version of a cityscape. They may wish to add more details, such as cars and people.

WEEK
17

DAY
5

Moving Our Bodies



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice catching different types of items.



Key Concepts

Review: Catch



Materials Needed

Assorted balls—1 per child (see Be Prepared)
Beanbags—1 per child
Scarf/bandana—1 per child
Small container/
basket—1 per child



Also Promotes

Self-Regulation

Be Prepared: Prepare for each child a container of the following items: one beanbag, one scarf/bandana, two different types of balls (foam, yarn, Koosh®, etc.). Each child does not need the same type of ball. If possible, do not provide the balls used on Day 4.

BEGIN: Yesterday we practiced catching balls we threw up into the air. Today we will practice catching other types of things we can throw up into the air.

EXPLAIN: We will play a catching game called *Who Can?* The game will help us practice catching different kinds of things.

Here are the things we will practice throwing up into the air and then catching.

[*Display and describe/name each item or invite children to name/describe each one.*]

Please listen carefully to how our game works:

- Each of us will have a container of items to throw and then catch.
- I will say “Who can?” and then say the name of the item to throw and catch.
- Take the item I say from your container/basket, throw it up into the air, and try to catch it. Then put the item back in your container.
- We want to throw each item gently up into the air. We do not want anything we throw to hit the ceiling or someone in our room.

ACT: Let’s play our game!

Who can throw the scarf up into the air and catch it as it falls down?

[*Continue with requests, one at a time, for remaining items. For the balls, say “one of the balls in your container” and “the other ball in your container.” Remind children to put the item in their container after they have caught it.*]

After each of the four items has been thrown once, invite children to try one or more of the following requests, one at a time. Omit the following requests if children need repeated experience in throwing and trying to catch the different items. Continue as long as time and children’s interest permit.]

- Who can sit on their bottom and throw the beanbag up into the air and try to catch it?
- Who can throw the scarf up into the air and try to catch it with one hand?



- Who can throw a ball up into the air, clap one time, and try to catch it?

RECAP: Today we practiced throwing and catching different types of things. We played the game *Who Can?* What was the easiest thing to catch? Why?



Scaffolding Tips

Extra support ■ If you anticipate your verbal description of the game will provide insufficient information for children to act on, invite an adult to demonstrate how the game works as you say what to do. ■ Remind children of what we learned yesterday about catching something (Day 4): use our eyes to carefully watch what we threw into the air, use our hands to stop and then hold the item.

Enrichment ■ Encourage children to suggest ideas of how to play *Who Can?*



Center Activity

In an outside area, designate a specific place for children to continue to play the game. Encourage children to use a variety of safe items from available outdoor equipment.



Family Child Care

If younger children want to join the game, invite them to sit on the floor. Place some soft items within each child's reach. For each request of older children, invite younger children to gently toss the item up into the air and try to catch it. If there are not identical items for each child, then use each child's name as an individual request. Example: "Athán, can you toss your stuffed elephant into the air and try to catch it?"