



## 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)
- Review how to identify the name and say the sound of letters X, S, P, E, and H (Days 2, 4)
- Practice finding letters X, S, P, E, and H in a sentence (Days 1–5)

123

## Mathematics

### Making Patterns

- Practice making simple patterns (ABAB) with words, sounds, and our bodies (Days 1, 5)
- How to make other kinds of patterns (AABAAB) with beads and circle counters (Days 2, 4, 5)
- Using three of our senses to identify patterns outdoors (Day 3)



## Self- Regulation

### Focusing & Remembering

- How to follow requests by watching and taking turns
  - *Mirror, Mirror* game (Day 1)
- How to follow requests by listening and remembering
  - *Drum Beats* game (Day 2)



## Social- Emotional

### Understanding Feelings

- We feel proud when we feel good about our actions, ourselves, or someone else (Day 3)
- Illustrating ourself doing something that makes us feel proud (Day 3)



## Social Studies

### Exploring Where We Live

- Identifying characteristics of our community's geography (Day 4)
- How different types of bridges can be used in a community (Day 5)



## Science

### Exploring Life Cycles

- How living things grow and change over time (Day 1)
- Drawing ourself as a baby (Day 1)
- How long it takes for people, puppies, and kittens to grow and change from babies to adults (Day 2)
- How living things go through different stages (Day 3)



## Physical/ Health

### Staying Healthy and Safe

- How different types of farms grow different kinds of food (Day 4)
- How a dairy farmer gets milk from a cow (Day 5)
- Dairy foods include milk and other food made from milk (Day 5)



## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

## Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also say the sounds of letters X and S.



## Key Concepts

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

**Review:** Sentence



## Materials Needed

- \*Letter X card
- \*Letter S card
- Book of your choice for this week's repeated reading
- Chart paper
- Marker
- \*Printables provided

**Be Prepared:** Brief sentences are used in Days 1, 3, and 5 as opportunities for children to identify letters, especially lowercase letters. The sentences suggested in each plan focus on recent content in Self-Regulation, Social-Emotional, or Social Studies. You may wish to prepare a different set of sentences related to some aspect of your classroom's current activities. If you prepare your own sentence, be sure to include the set of letters being reviewed this week in words that use the letter sound introduced in the curriculum, including short vowel sounds. There are opportunities later in the curriculum to introduce other sounds of letters, including long vowel sounds.

The second segment of the plan 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 to 5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

**BEGIN:** Let's practice finding letters we know by looking for them in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

**ACT:** [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

***There are six skyscrapers in our large community.***]

We want to find lowercase letters x and s in our sentence. Let's begin with the letter x.

[Display letter card X. Point to the lowercase x on the card.

Encourage a volunteer child to look for and point to a lowercase letter x in the sentence as you display the X letter card.]

What sound does the letter X make?

Yes! Letter X says /ks/. Let's together say the sound of the letter X: /ks/.

[Repeat the above procedure with the letter s.]

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

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

- Display book cover and encourage children to discuss what the book might be about.
- Explain that reading a book is a good way to learn new words. We will talk

# Understanding Words *continued*



*about some words each time we read the book this week. Remind children of the Words We Understand chart.*

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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Pattern knowledge

Children will strengthen their understanding of simple patterns.



## Key Concepts

**Review:** Pattern  
Simple pattern



## Materials Needed

\*Large numeral cards 1–5

\*Printables provided

**BEGIN:** Let's think about ducks. We will need five people to be ducks. Each of the five ducks will hold a number card to help us practice counting.

[Give a large numeral card to each of the volunteer "ducks."]

**ACT:** Let's have our ducks line up with their numbers like a number list!

[Help arrange children in a line with numeral cards in order from 1–5. Point to the numbered ducks you identify in the following questions.]

- What number duck comes after duck number four?
- What number duck comes after duck number two?
- Now let's look at ducks three and four. Which of these two numbers is more? How do we know?

**EXPLAIN:** Let's do a pattern with sounds. We know that a pattern is something that repeats itself.

**ACT:** Let's say a "Quack" and "Waddle" pattern. We can try it together. Quack, waddle, quack, waddle, quack, waddle. . . .

What is another simple pattern we can do with words or sounds? Remember, a simple pattern uses two things that repeat themselves.

[Encourage children to think of simple verbal patterns and try their suggestions.]

**EXPLAIN:** Let's try a simple pattern with our bodies. We can try to flap our wings and then jump! Our pattern is flap, jump, flap, jump.

**ASK:** Are you ready?

**ACT:** [Demonstrate a "wing flap" and a jump. Lead children in a flap, jump, flap, jump pattern. Say each motion as you move. "Flap, jump, flap, jump. . . ."]

Who can think of another simple pattern we can do with our bodies?

[Encourage children to think of other simple patterns they can do with their bodies. Try their suggestions.]

**EXPLAIN:** Now let's have six different little ducks line up. This time we will do a simple pattern with our ducks. Let's try big, small, big, small. The big ducks will stand up tall, and the small ducks will kneel on the floor.

**ACT:** [Arrange children in the big, small, big, small simple pattern by having the "big ducks" stand and the "small ducks" kneel on the floor. Say the pattern together while pointing to each big and small "duck."]

**RECAP:** Today we practiced counting and did simple patterns with words, sounds, our bodies, and with the pretend ducks.



### Scaffolding Tips

**Extra support** ■ If children need assistance in following a pattern, begin by saying a pattern slowly and asking children to say the pattern with you.

**Enrichment** ■ Invite children to think of another simple pattern that can be made with the ducks. Example: alternating facial expressions of happy duck, sad duck, happy duck, sad duck.

### 123 Center Activity

Supply a variety of manipulatives, such as Unifix® cubes and small blocks. Invite children to make a simple pattern with the items.



### Family Child Care

Look for animals in books school-age children read to younger children throughout the day. Ask children if they can think of sound and/or movement patterns for different animals. Example: A cow pattern might be moo, chew, moo, chew.

# Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



## Skill and Goal

### Executive function

Children will understand how to focus on facial expressions and body movements of others.



## Key Concepts

**Review:** Pretend



## Materials Needed

Craft sticks—1 per pair of children

**Be Prepared:** If time permits, offer the “Silly Faces Song” from Week 18, Day 2 as a second activity. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer the “Silly Faces Song” from Week 18, Day 2. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we are going to play a new game called *Mirror, Mirror*. During this game, we will pretend we are looking in a mirror. Remember, when we pretend, we make believe we are a different person or we make believe a toy we are playing with is something different. We will pretend this craft stick is a mirror!

*[Display craft stick as if you were pretending it was a mirror.]*

**ACT:** Please watch as we show you how the game works.

*[Stand face-to-face with another adult.]*

When I hold up my craft stick and look at (adult helper), I am going to pretend I am looking in a mirror. When I pretend to look in the mirror, I will pretend (adult helper) is what I see when I look in the mirror. Whenever I do something, (adult helper) will copy me by doing the same thing!

*[Demonstrate by making silly faces or moving your body. Each time you move, the other adult is to move in the same way.]*

When I did something while looking in my pretend mirror, (adult helper) did the same thing!

**EXPLAIN:** Now we are all going to play. We will each have a partner for this game. As we play the game with our partner, we will take turns holding the craft stick and pretending to look in the mirror. After the person who is pretending to look in the mirror does several things, we will switch and the other person will hold the craft stick and pretend to look in the mirror.

**ACT:** *[Observe as children play Mirror, Mirror. Encourage children to copy the other person's movements as they pretend to look in the mirror. Invite children to switch roles after a few minutes.]*

**RECAP:** Today we pretended to look in a mirror during the *Mirror, Mirror* game. What would happen if we didn't pay close attention to our partner? (we wouldn't know what to do)

WEEK

19

DAY

1

# Focusing & Remembering *continued*



## Scaffolding Tips

**Extra support** ■ Omit the use of a craft stick if it becomes confusing to children.

**Enrichment** ■ Invite children to pretend to look in the mirror as the rest of the class mimics their actions.



## Center Activity

Encourage children to take turns playing *Mirror, Mirror*. Provide a craft stick as a prop.



## Family Child Care

Play *Mirror, Mirror* while outside. Encourage children to mimic each other while playing on the swings or playing with a ball.

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



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of life cycles

Children will understand the concept of a life cycle.



## Key Concepts

**New:** Life cycle



## Materials Needed

\*2 pictures as shown

Science journals

Drawing tools

\*Printables provided

**BEGIN:** Let's think about how big we are. Have you always been as tall as you are now? Will you get taller and bigger as you grow up?

**EXPLAIN:** We know that all living things grow and change over time. All of us were babies earlier in our lives. Now we are bigger and taller. And I am even taller and bigger because I am an adult just like your parent.

- ASK:**
- Was your parent ever a baby?
  - Do you have a grandparent in your family? Was your grandparent ever a baby?

**EXPLAIN:** We are going to spend the next few weeks learning how living things grow and change over time. We call this a life cycle. The **life cycle** means a living thing is growing and changing over time. All living things go through a life cycle.

*[Display pictures of a baby and a child.]*

People change from when they are babies to when they are children your age.

- ASK:**
- How do people change in size from when they are babies to when they are your age?
  - What on a person's body gets bigger? (everything)

**ACT:** I am going to pass out our science journals so we can draw a picture of ourselves as a baby. Let's think about some things we could include in our drawing of ourselves as a baby.

- Was your hair the same?
- How about your teeth?
- Were your eyes the same color? You have grown and changed since you were a baby.

*[As children draw, ask questions about characteristics they've included.]*

**RECAP:** Today we thought about how living things grow and change over time. We call this a life cycle. All living things go through a life cycle. We are different today than when we were a baby. When you are an adult, will you look any different than you do now?





WEEK

19

DAY

1

# Exploring Life Cycles *continued*



Science



## Scaffolding Tips

**Extra support** ■ If children seem unfamiliar with the word “similar,” remind them that similar refers to the ways things are the same.

**Enrichment** ■ Ask children if they have ever had an animal, such as a puppy, that grew to its full size. How did it change?



## Center Activity

Provide people figures and a dollhouse for children to explore. Include both baby and child figures. As children play, ask them to think about the differences between the baby and child figures.



## Family Child Care

Ask parents to send pictures of themselves as a baby and as a four- to five-year-old, if possible. Invite children to discuss how their parents have changed over time.

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

# Understanding Letters



Language/  
Literacy

## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Letter knowledge

Children will identify, name, and say the sounds of letters X, S, P, E, and H.



#### Key Concepts

**Review:** Letter

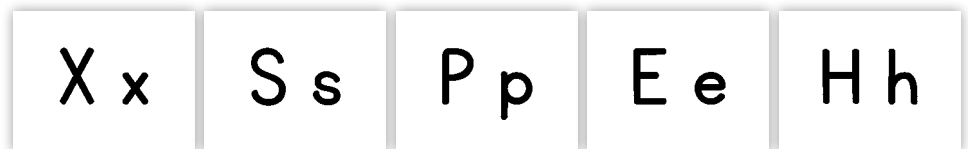


#### Materials Needed

- \*Letter mats (X, S, P, E, H)—1 per child
- \*Letter X card
- \*Letter S card
- \*Letter P card
- \*Letter E card
- \*Letter H card
- \*Printables provided

**BEGIN:** We are learning about letters. We know that a letter is a special mark used to make words. In the past few weeks we have learned about letters X, S, P, E, and H.

[Display letter cards X, S, P, E, and H. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase S and this is a lowercase s." After you name a letter, invite children to pop up if the letter is in their name.]



**EXPLAIN:** Today we will use a letter mat to help us remember the letters we are learning.

[Display letter mat.]

Our letter mat contains the uppercase and lowercase letters we have learned so far. We will each use our own letter mat for this activity.

**ACT:** [Pass out a letter mat to each child.]

I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.

[Hold up letter card X.]

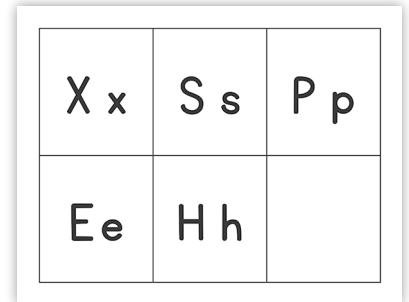
Let's find this letter on our letter mat.

[Lead children in looking for, pointing to, and saying letter X on their letter mat. Explain how you found the letter X. Example: "This letter has two straight lines that cross each other. It looks just like the uppercase letter on our letter card."]

The letter X says /ks/. Let's together say the letter sound: /ks/.

Now let's find another letter!

[Hold up remaining letter cards, one at a time. Invite children to first point to the matching letter on their letter mat. Then ask children to repeat the letter name and the letter sound.]





**RECAP:** Today we learned more about letters X, S, P, E, and H. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.



### Scaffolding Tips

**Extra support** ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: "We are looking for a letter with one straight line and one curved line. Let's find a letter with a straight line and a curved line like this one."

**Enrichment** ■ Encourage children to make each uppercase letter in the air with their finger.



### Center Activity

Provide \*letter cards X, S, P, E, H, and play dough. Encourage children to use the play dough to trace each letter. Extend the center activity by encouraging children to use the play dough to make the letters in their own name, if possible.

\*Printables provided



### Family Child Care

Hang \*letter cards X, S, P, E, and H in random order on a wall. Turn off lights and invite volunteer children to use a flashlight to find a given letter. Example: "Dallas, please use the flashlight to find the letter P on our wall."

\*Printables provided

## 3-5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will make other kinds of patterns.



## Key Concepts

**Review:** Simple pattern



## Materials Needed

Beads  
Counters  
Buttons  
Small blocks  
4 bowls

**BEGIN:** We are learning to make simple patterns with words and sounds. Let's try a word pattern. Let's say, "up, down, up, down. . ."

*[Lead children in saying the word pattern. Then invite children to point up and to point down while saying the pattern. Slow the pace when you add pointing to the pattern so children can coordinate movement and words.]*

**EXPLAIN:** Please watch carefully as I use some beads and circles (counters) to make a simple pattern. My simple pattern will be circle, bead, circle, bead, circle, bead. We know that a simple pattern uses two things that repeat themselves.

*[Place the counters and beads in an ABAB pattern in front of you for all children to see. Point to each bead and counter as you invite children to say the pattern with you.]*

*Lay out bowls, each containing one type of small counting items. Example: buttons in one bowl, small blocks in another bowl, etc.]*

Let's use the items in these bowls to make patterns. We can use any items we'd like to make a simple pattern. We need two kinds of items to make a simple pattern. Let's each choose two kinds of items and place them in a simple pattern.

**ACT:** *[Observe and help children as each makes an ABAB pattern. After each child has made an ABAB pattern, encourage the child to say his/her pattern while pointing to each item.]*

Now we are going to make other kinds of patterns with our items. Please watch carefully as I make another kind of pattern.

*[Make an AABAAB pattern. Name each item as you place it in your pattern.]*

Let's together say the pattern.

*[Lead children in saying the pattern as you point to each item.]*

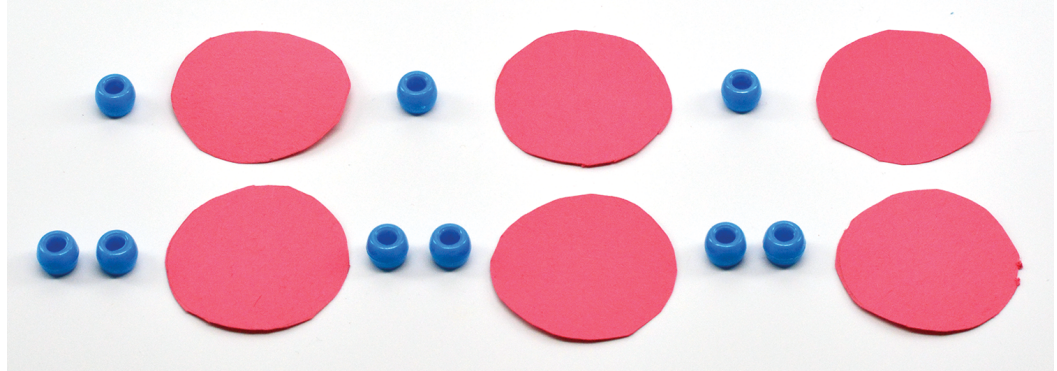
Let's each of us practice making a pattern just like this one.

*[Guide children as they choose the same types of items used in the AABAAB pattern. Encourage children to copy your pattern. Help if necessary.]*

We each made the same kind of pattern. Let's point to the items in our pattern as we say the pattern together.

*[Lead children in saying the pattern as they point to each item.]*

Next to the AABAAB pattern you created, form an ABAB pattern with the same items used in the AABAAB pattern.



Ask children to compare the two patterns and describe what is different. Review the differences by saying and pointing to items in each pattern. Example: "This pattern is: bead, circle, bead, circle. Our other pattern is bead, bead, circle, bead, bead, circle. There is an extra bead in our second pattern."

*If time permits, make another AABAAB pattern as described below.]*

Let's try another pattern. Please watch carefully as I make another pattern.

*[Make another AABAAB pattern with items not used in the first AABAAB pattern. Name each item as you arrange it in the pattern.]*

Let's together say the pattern.

*[Lead children in saying the pattern as you point to each item.]*

Now let's make a pattern like this one using the same kinds of items.

*[Guide children as they choose the same types of items used in the second AABAAB pattern. Encourage children to copy your pattern. Help if necessary.]*

We each made the same kind of pattern again. Let's point to the items in our pattern as we say the pattern together.

*[Lead children in saying the pattern as they point to each item.]*

**RECAP:** Today we used items to make our own patterns. We can make simple patterns and other kinds of patterns!



### Scaffolding Tips

**Extra support** ■ In the first segment where children make their own pattern, put out three instead of four bowls of different items in each or arrange the bowls in two sets of two bowls each (two bowls next to each other) if you anticipate children will need some guidance in selecting two types of items for their simple pattern. ■ It may be beneficial to continue ABAB pattern activities with children for whom more complex patterns are too challenging. ■ Offer children only two bowls of items if it seems difficult for them to focus on making the new pattern.

**Enrichment** ■ Invite children to make their own AABAAB patterns with different items.

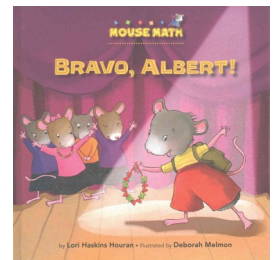
### 123 Center Activity

Supply materials used during today's activity. Encourage children to continue making ABAB and AABAAB patterns.



### Family Child Care

Share the book *Bravo, Albert! Patterns (Mouse Math)* by Lori Haskins Houran with all children in your setting. Encourage younger children to find the ABAB patterns in the book. School-age children will enjoy finding more complicated patterns, such as the ABBC pattern on pages 26 and 27.



WEEK

19

DAY

2

# Focusing & Remembering



Self-Regulation

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Executive function

Children will remember and carry out actions in response to aural and oral prompts.



#### Key Concepts

Review: Practice



#### Materials Needed

Classroom drum

**Be Prepared:** If time permits, offer *Mirror, Mirror* from Week 19, 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 *Mirror, Mirror* from Week 19, Day 1. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we will play a game we've played before that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!



**EXPLAIN:** The game is called *Drum Beats*. Remember, beats on the drum will tell us how to move our body.

**ASK:** Who remembers what we did when we played this game several weeks ago?

**ACT:** I am going to beat this drum with my hand. We will clap our hands while I beat the drum. But when I stop beating the drum, we should stop clapping our hands.

Let me show you.

*[Ask another adult to help. Beat the drum, then pause as the other adult claps his/her hands. Then say "stop" and have the other adult stop clapping. The drum beats and claps do not need to be in unison. Continuous clapping is fine.]*

Now let's try it together.

*[Beat on the drum as children clap their hands. Then stop and wait for children to stop clapping. Continue with several rounds of beating the drum and stopping, while waiting for children to clap and stop clapping on cue. Shorten or lengthen the amount of time you beat the drum, based on how quickly children respond to the start and stop prompts.]*

Now we will change our game a little bit. This time when I beat the drum two times, we will clap. Keep clapping until you hear me beat the drum three times. When we hear three drum beats, we will begin to stomp. When I say "stop," we stop. Watch as I show you.



*[Ask another adult to help. Beat the drum two times as the adult claps. Then beat the drum three times and pause and wait for the adult to stomp. Alternate between two beats and three beats as the other adult claps and then stomps. Say “stop” when you are finished with the demonstration.]*

Now let’s try it together!

*[Beat the drum two times, then pause and wait for children to clap. Then beat the drum three times and pause and wait for children to stomp. Then say “stop” and pause and wait for children to stop. Continue alternating between two beats and three beats as the children clap and then stomp. Say “stop” to indicate that children should stop clapping or stomping. Shorten or lengthen the frequency of prompts (two beats or three beats) depending on how quickly children change their actions.]*

This time we will walk when I beat the drum. Let’s stand up.

When I beat the drum slowly, we will walk slowly. Keep walking slowly until you hear me beat the drum quickly. When I beat the drum quickly, we will walk quickly (but not too fast). Remember, we are walking, not running. Let’s try it.

*[Beat the drum slowly, then pause and wait as children walk slowly. Then beat the drum quickly and pause and wait as children walk quickly. (Help children remember that we are not running.) Alternate between beating the drum quickly and slowly for several minutes. Say “stop” to indicate that children should stop walking.]*

Let’s change the game one more time.

When I beat the drum slowly, we will walk quickly. Then when I beat the drum quickly, we will walk slowly.

- How will we walk when I beat the drum slowly? (quickly)
- How will we walk when I beat the drum quickly? (slowly) Let’s try it.

*[Beat the drum slowly then pause and wait as children walk quickly. Then beat the drum quickly and pause and wait as children walk slowly. Alternate between beating the drum quickly and slowly for several minutes. Say “stop” to indicate that children should stop walking.]*

**RECAP:** Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do. In our game, we listened for drum beats. What did we need to pay attention to with the drum beats? (whether the beat continued or stopped, whether there were 1, 2, or 3 beats) What did the drum beats tell us to do? (clap our hands, stomp, remain still, walk slowly, walk quickly)





### Scaffolding Tips

**Extra support** ■ If children need an additional reminder of the action to be completed, say aloud the words “fast” or “slow” after you beat the drum slowly or quickly. ■ If children need an additional reminder of when to stop, say “stop” and do not resume beating the drum until all children have stopped.

**Enrichment** ■ Invite children to try additional rule changes for *Drum Beats*: Beat the drum slowly as children dance slowly; then beat the drum quickly as children dance quickly. Then do the opposite.



### Center Activity

Provide the drum used during today's activity. Invite children to play *Drum Beats* while taking turns beating the drum. As children play *Drum Beats*, guide the drummer and others, if necessary.



### Family Child Care

Encourage all children in your setting to continue practicing self-regulation skills while playing an outdoor game using a drum. Invite children to play as you beat the drum. When the drum stops, encourage children to stop what they are doing and freeze. Continue beating the drum for shorter periods of time and stopping as children freeze. Younger children will enjoy beating on boxes and bowls as older children listen for your drum cues.

## Exploring Life Cycles



Science

## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of life cycles

Children will deepen their understanding of a life cycle, including differences in the amount of time it takes for a baby to become an adult.



## Key Concepts

**New:** Kitten  
Puppy

**Review:** Life cycle



## Materials Needed

Chart or paper

\*2 pictures as shown

\*Printables provided

**BEGIN:** Yesterday we drew a picture of ourselves as a baby in our science journals. We know that people change from when they are babies to when they are children your age. This is part of our life cycle. Remember, a life cycle means a living thing is growing and changing over time.

- ASK:**
- How has your hair changed since you were a baby? Do you have more or less hair now? Is it the same color?
  - How much bigger are you today than when you were a baby?
  - How have your teeth changed? (fewer as a baby)

**EXPLAIN:** Today we will talk about how two animals grow and change over time. The first animal we will talk about has fur, a long tail, and whiskers. Some people have this animal as a pet in their home.

**ASK:** Can you guess the animal? (cat)

**ACT:** Pop up if you have a cat in your home or would like to have a cat as a pet!

**EXPLAIN:** We know that you were a baby and now you are a child. Cats change over time, too.

- ASK:**
- What is a baby cat called? (**kitten**)  
[Display picture of a cat and its kitten. Point to each as you ask the following question.]
  - How is the kitten different than its mother? (smaller)



**EXPLAIN:** Cats have a life cycle. A kitten gets bigger as it grows into an adult cat.

Now let's talk about a different animal.

[Display picture of a dog and its puppies.]

**ACT:** Pop up if you have a dog in your home or would like to have a dog as a pet! Dogs also change over time as they grow.

**ASK:** What do we call a baby dog? (**puppy**)

**EXPLAIN:** The bigger dog in our picture is the mother of the puppies. The mother dog ("mommy dog") is an adult.



radiavari/flickr.com/(CC BY-NC 2.0)

# Exploring Life Cycles *continued*



Science

- ASK:**
- How are the puppies different than their mother (larger dog)? (smaller)
  - Have you ever seen a puppy grow to become an adult dog? How did the puppy change as it got older?

**EXPLAIN:** Kittens and puppies become adults much quicker than a baby person becomes an adult. It took a long time for you to change from being a baby to a child. It took even longer for me to change from a child to an adult. Kittens and puppies become adults much faster than a baby person becomes an adult. Some living things grow and change faster than other living things.

**RECAP:** Living things grow and change over time. This is called a life cycle. Today we talked about how we have grown and changed since we were babies. We also talked about how kittens and puppies become adults. Does it take longer for a kitten or puppy to become an adult or a baby person to become an adult?



## Scaffolding Tips

**Extra support** ■ Help with vocabulary as needed when children describe the way they looked as a baby. ■ Help children focus on kitten and cat size and puppy and dog size differences by pointing to specific body parts, such as ears, nose, and head.

**Enrichment** ■ Invite children to draw a picture of themselves as they might look as an adult. How might they change?



## Center Activity

Invite children to draw a picture of a puppy and an adult dog or a kitten and an adult cat.



## Family Child Care

Invite a grandparent to visit your setting to talk with children about what they looked like as a baby, as a preschooler, 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 say the sound of letter P.



## Key Concepts

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

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



## Materials Needed

- \*Letter P card
- Chart paper
- Marker
- 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:** We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

**ACT:** [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

***I waited patiently to play the game.***]

We want to find the lowercase letter p in our sentence.

[Display letter card P. Point to the lowercase p on the card.

Encourage a volunteer child to look for and point to the two lowercase letter p's in the sentence as you display the P letter card.]

What sound does the letter P make?

Yes! Letter P says /p/. Let's together say the sound of the letter P: /p/.

P p

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

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

- Display book cover and say book title. Engage children in describing what they remember about the book:
  - What is our book about?
  - Who were the main characters in our book?
  - What happened first? What happened next?
- Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.
- Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:

# Understanding Words *continued*



- *Read the sentence with the novel word. Repeat the novel word.*
- *Repeat the sentence in which the word is used.*
- *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *“Our book today was about worms. Have you ever seen or touched a worm? 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

## Pattern knowledge

Children will identify patterns in their environment.



## Key Concepts

**Review:** Pattern  
Senses



## Materials Needed

None

**Be Prepared:** Today's activity takes place outside but may be adjusted for an indoor setting if inclement weather or other factors prevent you from going outside. You may wish to preview pattern possibilities before you take the walk.

**BEGIN:** We are learning to make patterns. We know that a pattern is something that repeats itself. We can make word or sound patterns, patterns with our bodies, and patterns with different items. Today we will go on a pattern hunt. We will look for patterns outside!

Where might we find patterns outside? (playground, sidewalk, etc.)

**EXPLAIN:** Patterns can be found many places outside. We can find patterns in leaves and even in rocks. We need to look for all kinds of patterns when we look for patterns outside.

We can use some of our five senses to find patterns. Remember, our senses help our body get information from things near us.

**ASK:** What are some of our five senses? (hearing, seeing, touching, smelling, tasting)

**EXPLAIN:** We may hear patterns. A bird can make a pattern as it sings.

*[With your own voice, offer an example of a bird singing two different "notes" in a pattern. "Tweet, tweet."]*

We also might see a pattern when we walk. Watch me walk. Left, right, left, right, left, right. I can make a pattern by walking!

**ASK:** What sense do we use when we feel something? (touch)

**EXPLAIN:** We also might find patterns we can feel. A leaf can be bumpy, smooth, bumpy, smooth.

**ACT:** *[Take children on a pattern hunt. Point out patterns as you see, hear, or feel them.]*

*Some examples of patterns you may find include: lines on a leaf (line, space, line, space), lines in a flag, lines and spaces on a sidewalk, fences (board, space, board, space), bricks on a building. When you have finished the walk, gather children to talk about the different patterns that were found.]*



Ian Britton/flickr.com/(CC BY-NC 2.0)

Kevin Harper/flickr.com/(CC BY-NC-ND 2.0)

**RECAP:** Today we looked for patterns outside. We saw patterns with our eyes, heard patterns with our ears, and touched patterns with our hands. Patterns can be found many places!



### Scaffolding Tips

**Extra support** ■ Say and point to (if applicable) each part of a pattern you see. Example: A leaf pattern might be: thin line, wide line, thin line, wide line. ■ Some children may benefit from a focus on finding only ABAB patterns you can see.

**Enrichment** ■ Invite children to find patterns that might be harder to find. Example: "Can you find a pattern on a playground toy?"

### 123 Center Activity

Supply drawing tools and paper. Invite children to draw some of the patterns they found outside during the pattern hunt.



### Family Child Care

You may wish to take children on more than one pattern walk. Pattern walks can be done at parks, near buildings, or in residential neighborhoods. Invite school-age children to focus on more difficult patterns.

# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand what it means to feel proud.



#### Key Concepts

**New:** Proud



#### Materials Needed

*The Way I Feel* by Janan Cain

\*Our Feelings poster

Paper—1 per child

Drawing materials

\*Printables provided

**BEGIN:** Let's pretend I just did something that is hard to do. Watch me carefully to see if you can guess what I am feeling.

[Stand up very tall with your shoulders back and a smile on your face.]

**ASK:** What emotion do you think I am feeling?

**EXPLAIN:** I am feeling proud. We usually feel good about our actions or ourselves when we feel **proud**. We may feel proud of something we can do or just learned to do. We can feel proud when we learn how to write our name, zip up our jacket, or play a sport like soccer.

We also can feel proud of someone else. Maybe our little brother or sister just learned how to hold a cup or a spoon. This could make us feel proud of our little brother or sister. We feel good inside when we feel proud.

**ASK:** Have you ever felt proud of yourself? Tell us about it.

**EXPLAIN:** Sometimes other people, like our parent or teacher, will feel proud of us too. They might say, "I am so proud of you!"

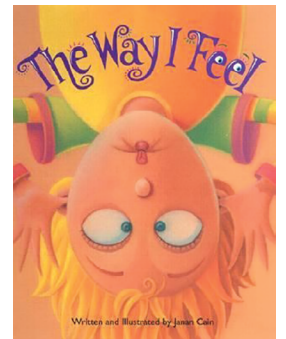
**ASK:** How do we feel inside when someone is proud of us? (good)

**ACT:** Let's read the page in our book, *The Way I Feel*, that tells us about feeling proud.

**ASK:** How can we tell the girl in the book feels proud? (she's giving a thumbs up, she is smiling)

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

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





# Understanding Feelings *continued*



We are going to make a class book about being proud. The title of our book will be "I Feel Proud." Each of us will draw a picture of ourselves doing something that makes us feel proud.

*[Give each child one piece of paper and drawing materials. Observe and ask children to talk about their drawings. If possible, write some dictation at the bottom of children's drawings. Compile the pages into a book.]*

**RECAP:** Today we learned what it means to feel proud. We can be proud of ourselves or of someone else for many reasons. We made a class book about something that makes us proud.

*[If time permits, invite children to share their page of the book with the rest of the class. Ask them to describe the illustration and tell what makes them feel proud. Place the book in the library center for children to enjoy.]*



## Scaffolding Tips

**Extra support** ■ If children are unsure of what to draw on their page, give hints. Example: "Have you ever worked really hard to learn something new, and then you were able to do it?" ■ Point out times when a child may feel proud about something they've done in your classroom. Example: "Analia, you just put the puzzle together all by yourself. I bet you are very proud of yourself!"

**Enrichment** ■ Encourage children to add details to their illustrations. ■ Ask children if they've ever been with a friend or family member who felt proud of him/herself. Why was the friend or family member proud?



## Center Activity

Provide puppets. Invite children to use the puppets to act out something that made them proud. Example: "You practiced hard to learn how to write your name or a letter in your name. You were proud of yourself."



## Family Child Care

Invite children in your setting to discuss with family members something that made them proud. Encourage family members to write down what made them proud so that children can share the proud memories in a group setting. Older children will enjoy feeling proud after participating in something that requires a group effort. Things such as playing together with a parachute, building a group block tower, or playing relay games will help children better understand the value of teamwork and the feeling of being proud after working together.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of life cycles

Children will understand the concept of a stage in a life cycle.



## Key Concepts

**New:** Stage

**Review:** Life cycle  
Characteristic



## Materials Needed

\*7 pictures as shown

\*Printables provided

**BEGIN:** [Display pictures of kitten and adult cat and puppies and adult dog from Day 2.]

We know that living things grow and change over time. Remember, we call this a life cycle. These two pictures show part of the life cycle of cats and dogs.

Living things go through different stages in their life cycle. A **stage** in a life cycle has its own characteristics. We know that a characteristic is something special about a living thing or a thing that is not living.

Each stage is different than other stages in a life cycle. The characteristics of a baby are different than the characteristics of an older child.

**ACT:** [Display individual and sets of pictures of different stages as you talk about each.]



radivari/flickr.com/(CC BY-NC 2.0)



Let's look at some pictures of different stages of a person's life cycle. Here is a picture of a baby. Being a baby is a stage in a life cycle.

What can you tell us about the characteristics of a baby?

Here is a picture of a person's stage as a child.

How is the child different from the baby?

Here is a picture of a person's stage as a teenager.

What are your ideas about how the teenager has changed since she was a child?



Here is a picture of a person's stage as an adult.

What are your ideas about how the adult has changed since she was a teenager?

Here is a picture of a person who is a grandparent.

How has the grandparent changed since she was a younger adult?

**EXPLAIN:** We are learning that some living things grow and change very fast. Baby persons take much, much longer to become adults than baby cats and baby dogs.

Let's think about another type of living thing. Plants are living things.

Plants grow much quicker than most animals. A plant takes a few days or weeks to grow. Let's think about how long it takes for a kitten and person to become adults.

*[Use a familiar example to illustrate how long it takes for some living things to grow and change. Use a special occasion or center event. Example:*

*"Patrick joined our classroom last week. In the time since Patrick joined our class, a plant could have sprouted. But could a kitten have grown into an adult cat since the time Patrick joined our class? No, it takes longer for a kitten to become an adult cat. Could a baby person have grown into a child your age in that time? No! It takes much, much longer for a baby person to become a child your age."]*

**RECAP:** Today we learned that living things go through different stages in their life cycle. A stage in a life cycle has its own characteristics. Each stage is different than other stages. We also talked about how some living things grow and change faster than other living things. All living things grow and change over time, but some grow and change very quickly and others take a long, long time.

### Scaffolding Tips

**Extra support** ■ As children think about how a person changes in each life stage, give hints if necessary. Example: "How is the younger adult's skin different from the grandparent's skin?" ■ If children seem unfamiliar with the term teenager, explain that teenagers are old enough to be in middle school or high school. Some teenagers help families as a sitter. Invite children to name a teenager they know.

**Enrichment** ■ Explain that the blue whale is the fastest growing animal. During its first year of life it gains about 200 pounds a day!

WEEK

19

DAY

3

# Exploring Life Cycles *continued*



Science



## Center Activity

Supply \*adult and baby animal matching cards. Encourage children to match the adult with the baby. As children find the match, invite them to describe similarities and differences in the adult and baby.



\*Printables provided



## Family Child Care

Take children on a trip to the library to look for books about baby animals. Discuss how long it takes for different kinds of animals to grow into an adult. Examples: *Explore My World Baby Animals* by Marfe Ferguson Delano and *Baby on Board: How Animals Carry Their Young* by Marianne Berkes.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Letter knowledge

Children will identify, name, and say the sound of letters X, S, P, E, and H.



## Key Concepts

**Review:** Letter



## Materials Needed

\*Letter mats (X, S, P, E, H)—1 per child and staff

1 inch letter manipulatives—cardstock, foam, or magnetic (see Be Prepared)

Small cups—1 per child (see Be Prepared)

\*Printables provided

**Be Prepared:** If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters X, S, P, E, and H in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

**BEGIN:** On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

What is a letter? (a special mark used to make words)

**EXPLAIN:** [Display letter manipulatives.]

Each of us will use uppercase letters X, S, P, E, and H and a letter mat to do our activity.

[Pass out a letter mat and cup of letter manipulatives to each child.]

I will say the name of the first letter on our letter mat and then we will say the letter name together. Next I will say the sound the letter makes, and we will say the sound together. Finally, we will find the letter from our cup that matches the letter on our letter mat and place the letter on top of the letter on our letter mat.

X x	S s	P p
E e	H h	

Let's look at the first letter on our letter mat.

**ACT:** [Point to the letter X on the letter mat.]

This is the letter X. Let's together say its name.

The letter X makes the sound /ks/, like at the end of the word "fox." Let's together say the sound of letter X: /ks/.

Now we want to find the letter X in our cup.

[Help children find the letter X manipulative, if necessary.]

Now let's place the letter X on our letter mat.

[Place the letter X manipulative on top of the letter X on the letter mat.]

Let's try another letter!

[Point to letter S on the letter mat. Say its name and ask children to together repeat its name. Next say its sound, a word that begins with the same sound, and then ask children to together repeat its sound. Finally, encourage children to find the letter S manipulative and place it on the



letter S on the letter mat. Continue until you have said the name and sound and matched each letter on the letter mat in order.]

**RECAP:** Today we learned more about letters X, S, P, E, and H. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.



### Scaffolding Tips

**Extra support** ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: “We are looking for letter E. It has a tall straight line down and three lines that go across.” ■ If children need additional assistance in finding the correct letter manipulative, remind them of a child’s name that begins with the same letter. Example: “Remember, Henry begins with the letter H.”

**Enrichment** ■ If children are familiar with letter names and sounds, invite them to take turns leading other children in saying each letter name and sound. ■ Invite children to say another word that begins with the letter after the letter manipulative is placed on the mat.



### Center Activity

Provide trays filled with sand and \*letter cards X, S, P, E, and H. Invite children to choose a letter card from the pile and then draw the letter chosen with their finger in the sand.

\*Printables provided



### Family Child Care

Review letters with \*picture cards and letter manipulatives. Provide letter picture cards that correspond to each letter on the letter mat. Example: Letter E picture cards include egg, ear, elbow, and elephants. Mix up letter picture cards and invite a child to choose one. Encourage the child to say the name of the letter picture card. Then say, “A \_\_\_ begins with the sound /\_\_\_/.” Invite the child to then find the letter manipulative that makes the same sound. Older children may enjoy making a list of other words that begin with the letters X, S, P, E, and H.

\*Printables provided

## 3-5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will make other kinds of patterns.



## Key Concepts

**Review:** Simple pattern



## Materials Needed

Beads

Counters

Buttons

Blocks

4 bowls

**BEGIN:** Today we are going to make our own patterns again. We will use the same items we used on Day 2.

*[Lay out bowls of different small counting items. Each bowl should have the same type of item.]*

**EXPLAIN:** I am going to use some buttons and blocks to make a simple pattern. My simple pattern will be button, block, button, block. We know that a simple pattern uses two things that repeat themselves. Please watch carefully.

*[Place the buttons and blocks in an ABAB pattern in front of you for children to see. Point to each button and block as you invite children to say the pattern with you.]*

Now I am going to make another kind of pattern with the items. Please watch carefully as I make another kind of pattern.

*[Make an AABAAB pattern. Name each item as you place it in the pattern.]*

Let's together say the pattern.

*[Lead children in saying the pattern as you point to each item.]*

**ACT:** We are going to work with partners to make patterns. We can use any two types of items we'd like.

*[Actively monitor and help children select two types of items only. Observe and help children as they make ABAB patterns or AABAAB patterns.]*

**RECAP:** Today we worked in pairs to make patterns. What kinds of patterns did you make with your partner?





### Scaffolding Tips

**Extra support** ■ If children need additional experience in making simple patterns, only use items that are the same type and color. ■ Guide children as they make simple patterns, if necessary. Example: “You have chosen two kinds of items to make your simple pattern. What will go first in your pattern? What will go next?”

**Enrichment** ■ Make an ABAB pattern with a mistake somewhere in the pattern. Example: bead, button, bead, button, bead, bead, button, bead, button. Ask children to find the mistake in the pattern. Repeat this several times with two objects in a different ABAB pattern. Example: block, circle, block, circle, block, block, circle. For each pattern, ask “What is my mistake?” “Why is it a mistake?” ■ If children have mastered making an ABAB pattern, invite them to try a second pattern with the same type of item, but in two different colors. Invite children to compare the two patterns. ■ Children who have mastered simple patterns and AABAAB patterns may enjoy learning more complicated patterns, such as ABCABC patterns. ■ In the opening segment, point out that the words “button” and “block” start with the same letter sound. Ask children to identify the letter and sound.

### 123 Center Activity

Provide bowls of items from today’s activity. Invite children to continue making patterns.



### Family Child Care

School-age children may enjoy making patterns together. Provide pairs of children with different stencils. Invite the pairs to together make patterns. Example: fish, dog, dog, cat, fish, dog, dog, cat. Encourage children to work together with 3–4 different stencils to make more complex patterns.





## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand their community's geography.



## Key Concepts

**New:** Geography  
Pond  
Bridge  
Hill  
Railroad tracks

**Review:** Community  
Characteristic



## Materials Needed

Prepared chart paper (see Be Prepared)

Marker

\*4 pictures as shown or pictures of your community's geographic characteristics (see Be Prepared)

\*Printables provided

**Be Prepared:** If you were able to take or secure pictures of geographic characteristics in your community (see Week 17, Day 4), use them in addition to or in place of the four provided pictures. At the top of the chart paper, write: Our Community's Geography.

**BEGIN:** We are learning about communities. Remember, many neighborhoods together make up a community. What is the name of our community?

**EXPLAIN:** Today we are going to talk about the geography of our community. Geography is a big word. Let's together say geography: ge-og-ra-phy.

The **geography** of a community includes things like hills, ponds, bridges, streets, and railroad tracks. These things are called characteristics of a community's geography. Remember, a characteristic is something special about a living thing or a thing that is not living.

We are going to look at some pictures of things that might be found in the geography of a community. We will decide whether our community has any of the things shown in a picture.

[Display chart paper.]

Our Community's Geography

I will write on our chart the characteristics that are a part of our community's geography.

**ACT:** [Display pictures of your community's geographic characteristics (see Week 17, Day 4). If you were unable to take pictures of your community's geographic characteristics, display provided pictures, one at a time. Ask questions, such as the following, to promote children's discussion of each:]

- **Pond:** A **pond** is a small body of water. Sometimes a pond is used for swimming or fishing. Is there a pond in our community? *If yes:* Have you ever seen people swimming or fishing there? Tell us about it.
- **Bridge:** A **bridge** is built by people so we can cross over a road, river, railroad tracks, or something else. Is there a bridge in our community? *If yes:* What does our bridge go over? Have you ever walked or been driven



Kalbab National Forest/flickr.com/(CC BY-SA 2.0)



across the bridge in our community? Tell us about it.

- *Hill:* A **hill** is a high area of land. Is there a hill in our community? *If yes:* Have you ever walked up or down the hill in our community? What was it like?
- *Railroad tracks:* Trains use **railroad tracks** to travel from one place to another place. Are there railroad tracks in our community? *If yes:* Have you ever seen or heard a train go on the railroad tracks? Tell us about it.

**RECAP:** Today we learned more about our community. We talked about some of the characteristics of the geography of our community. Which characteristic is your favorite? Why?



Kumweni/flickr.com/(CC BY 2.0)



Steve/flickr.com/(CC BY-SA 2.0)



### Scaffolding Tips

**Extra support** ■ As children think of geographic characteristics in their community, give hints as necessary. Example: “What do we cross before we enter the base? It helps us get over the water.”

**Enrichment** ■ As children say the name of their community, ask if any of them know the name of their street. ■ Children may be interested in knowing that a canal is a body of water that may be found in a community. It is sometimes used for boating or fishing, just like a pond.



### Center Activity

Provide books about bridges, railroad tracks, lakes, ponds, dams, and other characteristics of a community’s geography for children to look at and enjoy. Examples: *Wonders of America* series by Marion Dane Bauer.



### Family Child Care

If you have any of the listed characteristics of the geography of your community near your home, visit them with the children in your setting, if possible.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Good health practices

Children will understand that the food we eat is grown on farms.



## Key Concepts

**New:** Farmer's market

**Review:** Farm



## Materials Needed

*Food from Farms* by Nancy Dickmann

Paper—1 per child

Drawing tools—1 per child

Cover page for class book (see Be Prepared)

\*1 picture as shown



## Also Promotes

Social Studies

\*Printables provided



## Optional Reading

*Before We Eat* by Pat Brisson

**Be Prepared:** Prepare a cover page for a class book with the title *If I Were a Farmer*.

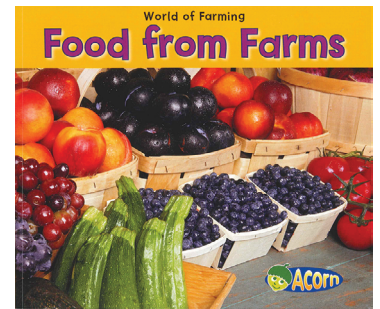
**BEGIN:** We are learning ways to keep our body healthy. We know that our bodies need exercise and sleep. We also know that it is important to wash our hands before we eat and after we sneeze or cough.

Another way we can keep healthy is to eat things that are good for us. Today we will talk about where good food comes from.

**EXPLAIN:** A lot of the food we eat comes from farms. Remember, a farm is a piece of land used for growing plants or raising animals.

[Display book cover.]

This book will help us learn about the food that comes from farms. The book is called *Food from Farms*. The author is Nancy Dickmann.



**ACT:** [Read the book, pausing to describe illustrations.]

**ASK:**

- Have you ever visited a farm? What was it like?
- Have you eaten any of the foods that were described in our book? Which ones?

**EXPLAIN:** Trucks can carry the food grown on a farm to stores where people can buy it. Farmers can also take food grown on their farm to a place called a **farmer's market** where a group of farmers sell their food to people.

[Display picture of a farmer's market.]

**ASK:**

- Here is a picture of a farmer's market. What types of food do you see the farmers selling in this picture? (oranges, bananas, potatoes, etc.)
- What type of food would you like to grow if you were a farmer?



**EXPLAIN:** Today we will make a class book called *If I Were a Farmer*. Each of us will have a page in the book. We can draw on our page the type of food we would like to grow if we were a farmer. Some of us might want to grow fruits or vegetables. Some of us might want to raise animals. You can choose the type of food you would like to grow on a farm.



**ACT:** [Encourage children to draw one or more types of food on their sheet of paper. Take dictation as time permits. Invite children to write as much of their name as they can on their page.]

**RECAP:** A lot of the food we eat is grown on farms. Different types of farms grow different kinds of food. We made a class book about what type of food we would like to grow if we were farmers. Where should we put our class book so everyone in our classroom can look at it?



### Scaffolding Tips

**Extra support** ■ If children have difficulty thinking of what they might want to grow as a farmer, ask about a favorite food and if they would like to grow it. ■ If children mention a prepared item that includes several foods, identify one of the foods for children to consider. Example: "T: What is your favorite food? C: Spaghetti and meatballs. T: Tomatoes are used to make the spaghetti sauce. Would you like to grow tomatoes for people to make the sauce for spaghetti?"

**Enrichment** ■ Invite several volunteer children to help you assemble the class book. ■ Arrange for a trip to a grocery store, or the commissary, where staff can describe for children how and why different types of food are placed together.



### Center Activity

Provide books related to farms for children to enjoy. Examples include *The Carrot Seed* by Ruth Krauss, *I Will Never Not Ever Eat a Tomato* by Lauren Child, and *Tops and Bottoms* by Janet Stevens. The book listed under Optional Reading also is a possibility.



### Family Child Care

You may wish to show and discuss an online video about where certain foods come from. Be sure to watch the video prior to using with children to ensure content and length are appropriate. If the language is too complex, mute the sound and describe for children what they are seeing or encourage children to describe what they are seeing.



## 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 say the sounds of letters E and H.



## Key Concepts

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

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



## Materials Needed

\*Letter E card

\*Letter H card

Chart paper

Marker

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:** We are going to again practice finding letters we know by looking for them in a sentence. When we find the letters, we will also say the sounds the letters make.

**ACT:** [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

***I am excited because I am looking forward to the hockey game.***]

We want to find the lowercase letter e in our sentence.

[Display letter card E. Point to the lowercase e on the card.

Encourage a volunteer child to look for and point to the lowercase letter e's in the sentence as you display the E letter card.]

What sound does the letter E make?

Yes! Letter E says /e/. Let's together say the sound of the letter E: /e/.

[Repeat the above procedure with the letter h.]

**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.

E e

H h

# Understanding Words *continued*



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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Pattern knowledge

Children will strengthen their understanding of other kinds of patterns.



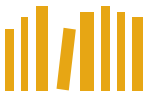
## Key Concepts

**Review:** Pattern



## Materials Needed

Pattern items from Day 4



## Optional Reading

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

**BEGIN:** We made and found patterns this week. We know that a pattern is something that repeats itself.

Let's try a pattern with boys and girls in our room today.

[Line up one-half of children in a boy, girl, boy, girl pattern. Lead children in saying the pattern as you point to or lightly tap each child. When finished, repeat with the other half of the children.]

**EXPLAIN:** We know how to make patterns with motions, words, and sounds.

**ACT:** Let's say a "Quack" and then "Waddle" pattern. Let's try it together. Quack, waddle, quack, waddle, quack, waddle. . . .

Now let's think of a pattern we can do with motions.

[Invite children to think of motion patterns. Example: flap, jump, flap, jump. Encourage children to try patterns mentioned.]

**EXPLAIN:** We can also make patterns with different kinds of items.

Please watch carefully as I make a simple pattern with two different types of items.

**ACT:** [Form an ABAB pattern with items used yesterday. Name each item as you place it in the pattern.]

Invite children to think of other simple patterns that can be made with the items. Encourage children to help you make the patterns mentioned.]

Let's make other kinds of patterns with these items.

[Begin an AABAAB pattern by placing the first three items in front of you. Say each item name slowly as you point to it. Then invite children to help you continue the pattern. Example: "We have a button, button, block pattern. Let's say the pattern together: button, button, block. What comes next in our pattern?"

Invite children to think of other AABAAB patterns that can be made with the items. Encourage children to help you make the patterns mentioned.]

**RECAP:** This week we practiced making simple patterns and other kinds of patterns. We can make patterns with sounds, motions, and items.



### Scaffolding Tips

**Extra support** ■ It may be beneficial to continue ABAB pattern activities with children for whom more complex patterns are too challenging.

**Enrichment** ■ Invite children to point out patterns they find in the classroom. ■ Make an ABAB pattern with a mistake somewhere in the pattern. Ask children to find the mistake in the pattern. Repeat this several times with two objects in a different ABAB pattern. Ask “What is my mistake?” “Why is it a mistake?” ■ Children who have mastered simple patterns and AABAAB patterns may enjoy learning more complicated patterns, such as ABCABC patterns.

### 123 Center Activity

Supply musical instruments. Encourage children to create sound patterns with the instruments.



### Family Child Care

If you have access to a stethoscope, invite children to listen to the rhythmic pattern of their own heartbeat!





## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand how different types of bridges are used in a community.



## Key Concepts

**Review:** Geography  
Bridge



## Materials Needed

Chart used on Day 4

\*3 pictures as shown

\*Printables provided



## Optional Reading

*The Golden Gate Bridge* by  
Jeffrey Zuehlke

**BEGIN:** We are learning about some characteristics of a community's geography. We know that geography includes things like hills, ponds, bridges, streets, and railroad tracks.

**EXPLAIN:** [Display chart from Day 4.]

Let's look at our list of geographic characteristics we talked about yesterday.

[Review characteristics recorded on the chart. Discuss each characteristic and how it can be used. Example: "We can go fishing or swimming in a pond."]

Today we are going to talk more about bridges. We know that a bridge is built by people so we can cross over a road, river, railroad tracks, or something else.

Bridges help people get from one place to another place. Let's look at some pictures of different kinds of bridges.

**ASK:** [Display three pictures of bridges. Ask questions, such as the following, to promote discussion of each:]



Alex Loach/flickr.com/(CC BY-NC-ND 2.0)



Artürs Gedvillo/flickr.com/(CC BY-NC-ND 2.0)

- What does the bridge cross? (road, water)
- *For a bridge that crosses water:* How could people get from one side of the water to the other if there was not a bridge? (maybe swim or use a boat or a canoe)
- *If your community has a bridge discussed in Day 4:* Does the bridge in this picture look like a bridge in our community?

**RECAP:** Today we learned more about bridges. Bridges help people get from one place to another place by crossing over something.

WEEK

19

DAY

5

# Exploring Where We Live *continued*



## Scaffolding Tips

**Extra support** ■ Describe how each bridge is used (by cars, by walking people).

**Enrichment** ■ Display the three pictures in a row and encourage children to discuss similarities and differences in their shape and location.



## Center Activity

Supply a variety of materials that can be used to build a bridge. Examples: craft sticks, cardboard, small cups, straws, tape. Invite children to try different ideas.



## Family Child Care

If possible, visit a bridge in your community. Encourage children to discuss how the bridge is used.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Good health practices

Children will understand how a farmer gets milk from a cow, and that dairy foods include milk and items made from milk.



## Key Concepts

**New:** Dairy  
Udder  
Teats

**Review:** Germs



## Materials Needed

Class book made on Week 19, Day 4

*From Grass to Milk (Start to Finish: Food)* by Stacy Taus-Bolstad

\*2 pictures as shown

*Food from Farms* by Nancy Dickmann (Extra Support tip)



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** Yesterday we learned that a lot of the food we eat is grown on a farm. Some farms have animals that give us food.

[Display class book made on Day 4. Point to book title when described.]

We made a class book that shows what food each of us would like to grow or what animal we would like to raise if we were a farmer. The title of the book we made is *If I Were a Farmer*.

We know that cows are animals that live on some farms. Let's see if there are any pictures of cows in our class book.

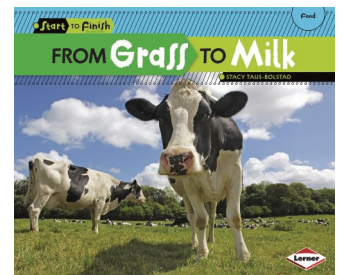
[Display a few of the pictures in the class book and draw attention to any pictures of a cow(s).]

- ASK:**
- What comes from cows? (beef, milk)
  - Do we get milk to drink every day in our classroom (at our center)?

**EXPLAIN:** Milk is an important type of food. Today we will learn how a farmer gets milk from a cow and what happens to the milk. A farmer who works with cows is called a dairy farmer. The word **dairy** means milk or food made from milk.

[Display cover of book for today's session.]

This book will tell us about milk. The book is called *From Grass to Milk*. The author is Stacy Taus-Bolstad.



Our book has some words we may not know. One word we will hear and see in the book is udder. An **udder** is a part of the cow where the milk is made. Another word in the book we may not know is teats. **Teats** are the part of a cow that provide milk when they are pulled. Teats hang from an udder. We will see pictures of an udder and teats when we read our book.

**ACT:** [Read the book, pausing to describe illustrations and respond to children's questions or comments.]

At the conclusion of the book, use questions, such as the following, to emphasize key points in the book:]

- Grass helps a mother cow to live and grow. What does grass help the mother cow make? (milk)



- There is a special machine that removes something small that may be in milk. What are the small things that are removed from milk that can make our bodies sick? (germs)

**EXPLAIN:** When milk comes out of a cow it is white. We can add chocolate syrup to milk to make chocolate milk.

Milk is also used to make other kinds of foods.

[Display picture of yogurt.]

This is a picture of yogurt. Yogurt is made with milk.



- ASK:**
- Have you ever eaten yogurt?
  - Do we have yogurt at our center?

**EXPLAIN:** [Display picture of cheese.]

This is a picture of cheese. Cheese is another food made with milk.



- ASK:**
- Have you ever eaten cheese?
  - Do we have cheese at our center?

**RECAP:** Today we learned about how cows make milk. Milk is a dairy food that comes from cows. The word dairy means milk or food made from milk. Many people drink milk every day. Is there a special cow that makes chocolate milk? (no! milk that comes from a cow is white; chocolate syrup is added to milk to make chocolate milk)

### Scaffolding Tips

**Extra support** ■ Display the cover and selected pages of the Day 4 book, *Food from Farms*, if children seem unclear about food being grown on farms. ■ You may wish to review information on germs (Physical/Health Weeks 1 and 2).

**Enrichment** ■ Explain that milk is taken from a farm in a special truck to a factory where other types of food (such as yogurt and cheese) are made. ■ Children may be ready to learn the word pasteurized. Germs that may be in milk are killed when the milk is **pasteurized**. Milk is heated as part of being pasteurized.

WEEK

19

DAY

5

# Staying Healthy and Safe *continued*



## Center Activity

Provide clean empty containers of products that are made from milk (sour cream, ice cream, yogurt, cheese, etc.) in the housekeeping center. Encourage children to pretend to visit a store and buy items made from milk.



## Family Child Care

Invite children to visit your kitchen. Show children food items stored in your refrigerator that are made from milk. School-age children might enjoy looking in your pantry and looking for foods that include milk in the list of ingredients on food boxes. Younger children might enjoy stirring chocolate syrup into milk to see the transformation of milk into chocolate milk.