



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 of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter M (Days 2–5)

123

Mathematics

Making Patterns

- How to count, sort, and make patterns with fish crackers (Day 1)
- How to make different kinds of patterns using play dough (Day 2)
- How to make simple patterns with basic shapes and cubes (Days 3, 5)
- How to make patterns by moving our bodies and passing a ball (Days 4–5)



Self- Regulation

Paying Attention

- Practicing concentrating by looking closely at the color of someone's eyes
 - *Hello Game* (Day 1)
- How to concentrate on our breathing (Day 1)



Social- Emotional

Understanding Feelings

- We may feel scared when we are afraid of something (Day 2)
- Ideas of things we can do when we feel scared (Day 2)
- We might get upset or want to cry or give up trying something when we feel frustrated (Day 3)
- Practicing some things to do when we feel frustrated (Day 3)



Social Studies

Exploring Where We Live

- How railroad tracks are used (Day 4)
- Creating geographic characteristics found in our community (Day 5)



Science

Exploring Life Cycles

- Stages of a chicken's life cycle (Days 1–2)
- Stages of a penguin's life cycle (Day 3)



Physical/ Health

Staying Healthy and Safe

- Five different kinds of foods that are healthy for us to eat (Days 4–5)
- Selecting different kinds of healthy food for a pretend lunch (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 identify the name and sound of the letter H.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter H 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 H card.]

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

Letter H says /h/, just like in the word "home." /h/, /h/, home. Let's together say /h/, /h/, home.

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



EXPLAIN: Now let's read a book!

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

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

3-5 YEARS

Large Group



Skill and Goal

Pattern knowledge

Children will sort, count, and form patterns.



Key Concepts

Review: Sort
Equal



Materials Needed

Box of multicolored fish crackers (see Be Prepared)
Paper plates—1 per child



Also Promotes

Self-Regulation

Be Prepared: For this activity, each child will need one plate of three different colors of fish crackers (six of each color; total of 18 per child). Colored fish crackers are available in a box with four different colors. Use only three of the colors for the main activity: six red, six orange, and six green crackers per child. The fourth color (yellow) may be used as an Enrichment activity. Prepare plates ahead of time. If fish crackers are not an option, Unifix® cubes and pattern blocks can be used.

BEGIN: Today we will do some activities with colored fish crackers. Each of us will get a plate with 18 fish crackers on it. Please don't eat any of the crackers yet!

[Distribute plates of fish crackers.]

ASK: Each of us has three different colors of crackers on our plate. What colors of crackers do you see? (red, orange, green)

EXPLAIN: Let's first sort the fish crackers by color. Remember, when we sort things, we put them in groups.

Let's put all of the red fish in a pile, all of the orange fish in a pile, and all of the green fish in a pile. We will have three different piles of crackers. Let's keep the three piles of crackers on our plate.

ACT: *[Observe children as they sort their crackers by color. Help as needed.]*

Omit the following counting practice if time is limited:]

Now let's count together the number of crackers in each of our three piles. Let's point to each cracker as we count. Let's begin with our pile of red crackers.

[Remind children to point to each fish cracker as they count. If necessary, remind children to count crackers in each pile separately.]

How many fish crackers are in each group? (six)

Our groups are equal! They each have the same amount.

EXPLAIN: Now we are going to make patterns with our fish crackers.

ASK: What kind of pattern could we make with only red and green fish crackers?

ACT: *[Encourage children to offer ideas. Children may choose an ABAB pattern or an AABAAB pattern. Use your own set of crackers to make a pattern(s) suggested by children. Demonstrate the repeated placement of items if appropriate. If not suggested by children, make an ABAB pattern with the red and green crackers. Leave it in place as a model for children to observe. Emphasize that the orange cracker was not included.]*

Let's all use our fish crackers to make a red, green, red, green pattern.



[Observe and help children as they make a red, green, red, green pattern. Then lead children in pointing to each fish as they say the pattern together.]

If time permits:]

Now we will include our orange crackers in making a pattern. Please watch carefully as I make a new kind of pattern with red, green, and orange crackers.

[Use your own set of crackers to make an ABCABC pattern. Point to each cracker as you say the color pattern. Leave it in place as a model for children to observe.]

This pattern uses three different colors. Let's all make a pattern like this one using red, green, and orange fish crackers.

[Observe and help children as they make a red, green, orange pattern. Help if necessary. When all children have made the pattern, lead children in pointing to each cracker as they say the pattern together.]

RECAP: Today we used fish crackers to sort, count, and make patterns. We can do so many things with our crackers. Now let's eat them!

Scaffolding Tips

Extra support ■ If children need additional experience with sorting, ask them to point to each cracker and say its color. ■ As children create their patterns, observe and help if necessary. Example: "You have two colors of crackers in your pattern. You have started a pattern with red, green, and then red. What color comes next? Remember, items in a pattern are repeated." ■ If children seem tempted to eat one or more crackers, indicate that we will all enjoy eating our crackers at the end of our activity. If crackers are eaten now, there will be fewer crackers for making a fun pattern.

Enrichment ■ Provide each child with six yellow crackers from the box of multicolored crackers. Invite children to create a pattern using all four colors provided in the box of crackers (red, green, orange, yellow).

123 Center Activity

Provide various types of stickers. Encourage children to make patterns based on size, color, or kind of sticker.

WEEK
20

DAY
1

Making Patterns *continued*



Family Child Care

Provide children with a variety of snack items and encourage them to make patterns. Examples: cereal, different kinds of crackers, pretzels.

3-5 YEARS

Large Group



Skill and Goal

Concentrate

Children will practice concentrating by looking at the color of a peer's eyes.



Key Concepts

Review: Concentrate



Materials Needed

None

BEGIN: [Arrange children sitting in a large circle, facing inward.]

We are learning how to concentrate on what we hear, see, and do. What does it mean to concentrate? (pay close attention to something)

EXPLAIN: We can understand something better when we concentrate on it.

Today we will concentrate on the person sitting next to us. We will play a game called the *Hello Game*.

We play the *Hello Game* by turning toward a person sitting next to us and saying "Hello." Then we look in our neighbor's eyes and tell our neighbor what color his/her eyes look like.

Let me show you.

[Sit next to an adult helper. Turn to the adult helper and say "Hello (adult helper). Your eyes look (color) to me today." Then the adult helper turns to you to say "hello" and tells you what color your eyes look.]

(Adult helper) said my eyes look (color). Someone else might tell me my eyes look (different color).

The color of our eyes can look different at different times. That's why we say "your eyes look a certain color" and not "your eyes are a certain color."

ACT: Each of us will take a turn saying "hello" to our friend, and telling our friend what color his/her eyes look like. Let's go around our circle in the order we are sitting.

[Begin with a volunteer child. Repeat the key words or offer prompts, if necessary. See Extra Support tips. Continue until each child has had a turn.

If time permits, reverse the direction—turn to friend sitting on the left—so each child has an opportunity to say "Hello" and look into the eyes of a different peer.

If time permits:]

EXPLAIN: Now let's quietly close our eyes and concentrate on our breathing for a few minutes.



Paying Attention *continued*



ACT: Let's put our hand on our stomach and pay attention to how our breath goes in and out of our body. Our stomach goes out when we breathe in and in when we breathe out. We will take long deep breaths as we think about the air going in and out, in and out. Let's let our body relax as we focus on our breathing. In and out... in and out...

[Continue taking deep breaths together for a couple of minutes as children relax and concentrate on their breathing. Talk slowly and quietly as you encourage children to think of the air going in and out, in and out.]

RECAP: Today we played a game that helped us look closely at the color of someone's eyes. Was it hard to look into your neighbor's eyes? Why? What did you learn about your neighbor's eyes?

We also concentrated on our breathing. How did you feel when you concentrated on the air going in and out of your body? (relaxed, sleepy)



Scaffolding Tips

Extra support ■ Some children may have difficulty looking into another's eyes. Gently encourage their efforts while respecting their hesitancy. Some children may wish to take a pass. You may return to them after other children have had a turn. ■ Some children may not want someone to look into their eyes. They may look away, look down, or cover their eyes with their hands. Again, respect their hesitancy. Encourage the child who is attempting to look into the eyes of a reluctant *Hello Game* participant to describe what he/she sees. Example: "Hello, _____. Your eyes look closed." ■ Children may need a friendly reminder that the *Hello Game* is for practicing how to concentrate. We are looking closely at the color of someone's eyes. There are other times for silliness.

Enrichment ■ Offer more information about why the color of our eyes can look different at different times. Explain that the amount of light around us and the color of our clothing can make the color of our eyes look different. ■ If children are easily able to describe the color of their neighbor's eyes, ask them to describe their neighbor's hair as well. Example: "Hello ____, your eyes look blue and your hair looks brown."



Center Activity

In a quiet area of the room, provide several handheld mirrors for children to use. Encourage children to look at themselves in the mirror and describe what they see.

WEEK
20

DAY
1

Paying Attention *continued*



Family Child Care

Invite children to greet family members at pickup time with an observation about the family member's eyes. Example: "Hello Mommy, your eyes look blue to me today."

The *Hello Game* is described in the following resource: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a chicken's life cycle.



Key Concepts

New: Chick

Review: Life cycle
Stage



Materials Needed

*4 pictures as shown

*Printables provided



Optional Reading

A Nest Full of Eggs by
Priscilla Belz Jenkins

BEGIN: We are learning how living things grow and change over time. This is called a life cycle. All living things have a life cycle.

EXPLAIN: Today we will learn about a living thing that begins its life cycle in an egg.

[Display picture of adult chicken.]

- ASK:**
- Have you ever seen a chicken?
 - What was it like?

[Display picture of a chicken egg.]

- What is this?

EXPLAIN: An egg is the first stage in a chicken's life cycle. Chickens lay eggs.

[Display the picture of an egg and the picture

of an adult chicken some distance apart

(approximately enough space for adding two more pictures). Point to each of the pictures and the "open" space between the two pictures as you explain the following:]

The first picture is an egg. A chicken begins its life cycle growing in an egg.

Our other picture shows an adult chicken. The chicken in this picture is "all grown up." This is last stage of the chicken's life cycle. We know that a stage in a life cycle has its own characteristics.

The adult chicken is much bigger than the small egg. The egg is too small for an adult chicken to live in.

- ASK:** Do you think an adult chicken could pop out of (or fit in) this small egg?

EXPLAIN: There is a space between our picture of an egg and our picture of an adult chicken. Our pictures show the first and last stages of a chicken's life cycle. Something happens in the space between our two pictures. There are other stages between the first and last stages.

[Display picture of a chick hatching from an egg.]

This picture shows what happens when a chicken begins to hatch, or come out of its egg. This is the second stage of a chicken's life cycle.



Patrik Nygren/flickr/(CC BY-SA 2.0)



Michael Sale/flickr/(CC BY-NC 2.0)



ASK: What do you see in our picture? (feathers, a little wing, cracked egg, etc.)

EXPLAIN: A chicken that hatches from an egg is called a chick.

[Display picture of chick next to the picture of chick hatching from an egg.]

A **chick** is a baby chicken. This is the third stage in the life cycle of a chicken.



Alex Starr/flickr/CC BY-SA 2.0

ASK: What does the chick in our picture look like? (small, fluffy, etc.)

EXPLAIN: We know that the last stage in the life cycle of a chicken is the adult chicken. It takes only a few weeks for a chick to grow into an adult chicken. This is a shorter time than it takes a kitten or puppy to become an adult.

ASK: *[Point to pictures involved in each of the following questions:]*

- How is the adult chicken different from the chick? (bigger, more feathers)
- How is the adult chicken similar to the chick? (both have a beak, two feet, eyes, etc.)

ACT: *[Mix up the pictures of a chicken's life cycle.]*

Let's practice putting our pictures of a chicken's life cycle in order.

What comes first in the life cycle of a chicken? (egg)

[Invite volunteer children to help put the pictures of a chicken's life cycle in order and describe how the chicken changes in each picture.]

RECAP: Today we learned about the life cycle of a chicken. A chicken begins its life cycle in an egg and grows into an adult chicken in several weeks. What do we call a baby chicken? (chick)



Scaffolding Tips

Extra support ■ Remind children that a characteristic is something special about a living thing or a thing that is not living. ■ Offer prompts to help children focus on picture details, if necessary. Example: "What can we see inside the egg in the picture of the hatching chick?"

Enrichment ■ Encourage children to describe how the life cycle begins again after a chicken is an adult. (chicken lays an egg)

WEEK

20

DAY

1

Exploring Life Cycles *continued*



Science



Center Activity

Supply *chicken life cycle sequencing cards. Encourage children to put the pictures in order. As children finish, invite them to draw or paint the life cycle stages (or some of the stages) on paper.

*Printables provided



Family Child Care

At pickup time, encourage children to describe the life cycle of a chicken. Invite children to use the pictures if they'd like.

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



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sounds of familiar words. Children also will identify and name the letter M.



Key Concepts

Review: Music
Musician



Materials Needed

*Picture cards (see Be Prepared)

Chart paper

Marker

*Letter M card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Organize groups of three picture cards as listed below:

bat-bed-hen

cat-house-cup

dog-hand-hair

hat-hip-pig

egg-hand-elbow

cow-bus-bug

can-cap-sun

dig-apple-dot

ham-bag-bib

hot-hug-book

BEGIN: We are learning that many words begin with the same sound. What sound do you hear at the beginning of the words “hit” and “hop”? What letter makes the /h/ sound? Yes, the letter H makes the sound /h/.

EXPLAIN: Today we are going to play another game with picture cards. I am going to show you three picture cards. Two of the cards begin with the same sound and one of the cards begins with a different sound. We are going to figure out which two cards begin with the same sound.

Let me show you.

ACT: [Display picture cards for bat, bed, and hen. Point to each picture as you say its name while enunciating the beginning sound of each word clearly.]

I have pictures of a bat, bed, and hen. Bat and bed both begin with the /b/ sound. Hen begins with the /h/ sound.

I am going to write the words “bat” and “bed” on this chart. The words “bat” and “bed” begin with the same sound.

Let's say the words “bat” and “bed” together.

[Encourage children to emphasize the initial sounds as they say “bat” and “bed.”]

Now let's say the word “hen” together.

[Encourage children to emphasize the initial sound as they say the word “hen.”]

I want to write the letter that makes the /b/ sound above these two words. Which letter should we write above the words bat and bed? Yes! We will write the letter B.

[Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Continue as time permits.]

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

[Display letter M card.]

ASK: Does anyone know the name of this letter?

M m

Understanding Letters *continued*



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

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

This is an uppercase M.

We can also write the letter M like this.

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

This is a lowercase m.

We are learning about music and the people who make music. Remember, music is the sounds that we make when we sing or play a musical instrument. We know that people who make music are called musicians.

The word "music" begins with the letter m. The word "musician" also begins with the letter m. I will write both of these words on our chart. I am going to write the words "music" and "musician" with a lowercase (small letter) m.

[Say each letter as you write the words. Emphasize m.]

Let's all say the word "music." Let's all say the word "musician."

[Invite a volunteer child to point to the letter m in the words "music" and "musician."]

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

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

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

RECAP: Today we looked at pictures of items and figured out which two of the three pictures began with the same sound. We also wrote the names of the items that began with the same sound on our chart.

We also learned about the letter M. What is a word that begins with the letter m? (music, musician)



Scaffolding Tips

Extra support ■ Enunciate clearly the beginning sound of each word in each group of three pictures. If children need additional support in determining which two pictures have the same beginning sound, exaggerate the pronunciation of the sounds (example: /s-s-s/ and /b/-/b/-/b/).

Enrichment ■ Ask children to name other animals/items that begin with the same sound as the two same beginning-sound words in a group of picture cards.



Center Activity

Provide *picture cards used in today's activity. Encourage children to determine which cards in each group of three have the same beginning sound.

*Printables provided



Family Child Care

Encourage all children in your setting to play a game that highlights same and different initial sounds. Enunciate the beginning sounds of two words. Ask children if the two words have the same beginning sounds or different beginning sounds. Mix pairs of same initial-sound words and different initial-sound words. School-age children may enjoy thinking of two words to offer to younger children.

The beginning sound 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

Pattern knowledge

Children will better understand how to form other types of patterns.



Key Concepts

Review: Pattern



Materials Needed

Play dough—2 different colors per child (see Be Prepared)
2 different small cookie cutters per child
Camera



Optional Reading

Over in the Ocean: In a Coral Reef by Marianne Berkes

Be Prepared: Today's activity focuses on making patterns with different-colored play dough. You may wish to use an alternative item if play dough is not available. Examples: stamps, bingo dotters, paint, cookie cutters.

BEGIN: We are learning many things about patterns. What is a pattern? (something that repeats itself)

ACT: Today we will make a simple pattern using play dough and cookie cutters. We can make a pattern with two different shapes (cookie cutters), or we can make a pattern with two different colors of play dough. Please watch carefully as I show you two different ways.

[Offer two demonstrations of how to make an ABAB pattern with cookie cutters and play dough. Say each pattern out loud as you make it.]

Use two different shapes of cookie cutters and one color of play dough for the first demonstration. Example: star, circle, star, circle (all the same color).

Use one cookie cutter and two different colors of play dough for the second demonstration. Example: red star, yellow star, red star, yellow star. Leave both patterns as models for children.]

Now it's your turn to decide what type of pattern you want to make with our play dough and cookie cutters.

[Encourage children to say their patterns aloud as they point to each item in their pattern. Take pictures of their pattern creations to display in the classroom.]

RECAP: Today we made patterns with play dough. Please tell us about one of the patterns you made! I am going to hang the pictures of our patterns in the classroom.



Scaffolding Tips

Extra support ■ If children are unsure what comes next in their pattern, say the pattern slowly together. ■ Emphasize the two basic choices for children in deciding on a pattern to make: shape (cookie cutter) and color of play dough.

Enrichment ■ Invite children to make patterns using three different colors of play dough.

WEEK

20

DAY

2

Making Patterns *continued*

123
Mathematics

123 Center Activity

Supply 2–3 trays filled with sand. Invite children to “draw” patterns with their fingers in the sand.
Example: dot, line, dot, line.

Family Child Care

Encourage school-age children to mold play dough into different shapes to make more complex patterns. Example: ball, pancake, snake, snake, ball, pancake, snake, snake.

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel scared.



Key Concepts

New: Scared



Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

When I Feel Scared by Cornelia Maude Spelman



Also Promotes

Language/Literacy

*Printables provided

BEGIN: Today we are going to learn about an emotion that may make our hands shake and make us want to hide or run away.

EXPLAIN: We may feel **scared** when we are afraid of something. Everyone feels scared sometimes. People feel scared for many reasons. Even adults can feel scared. I feel scared when _____.

ASK: What makes you feel scared?

EXPLAIN: Some of us may feel scared of the same things. But some of us may feel scared of different things. I might be scared of spiders, but other people may really like spiders.

People may also show they are scared in different ways.

ACT: Let's all show what we look like when we feel scared.

ASK:

- Does everyone look the same?
- How do we look different when we are scared?

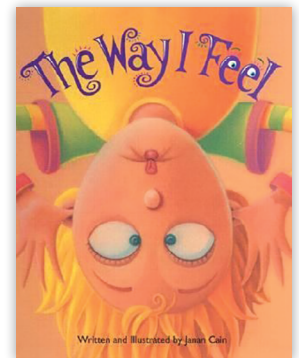
ACT: Let's read the page in our book *The Way I Feel* that tells us about feeling scared.

ASK: How can we tell the child in the book feels scared? (eyes are open wide, mouth is open, hiding under the blanket)

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

[Invite children to point out on the poster which child looks scared. Discuss facial features and hand locations that children associate with being scared.]

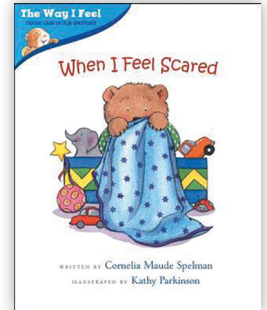
Today we are going to read a book called *When I Feel Scared*. It was written by Cornelia Maude Spelman and illustrated by Kathy Parkinson. This book will tell us more about being scared and give us some ideas of things we can do when we feel scared.





ACT: [As you read the book, discuss pictures and use questions, such as the following, to engage children in discussion:]

- p. 5: Do you ever feel scared of the same kinds of things that scared the little bear?
- p. 7: What does the little bear do when he feels scared? (cries, runs away, hides, asks someone to hold him) What do you do when you feel scared?
- p. 20: The little bear learned to do some things to help him feel better when he was scared. What things did he do? (talked to someone about it, asked someone to hold him, cuddled with a toy or blanket, found a cozy place)



ASK: There are things we can do to help us feel better when we feel scared. Have you ever done some of the things the little bear did to feel better when you were scared? Tell us what you did.

RECAP: Today we learned about feeling scared. We can feel scared of many things. When we feel scared we can talk to someone about it, ask someone to hold us, cuddle with a toy or blanket, or find a cozy place just like the little bear in the book we read.

Scaffolding Tips

Extra support ■ To help children better understand differences in scared faces, invite them to look in a mirror to see what they look like when they are scared. Then ask them to look at their neighbor's scared face. Invite children to describe how the faces are the same/different.

Enrichment ■ Encourage children to think of other things they can do to feel better when they feel scared.

Center Activity

Provide children with paper and drawing tools. Invite them to draw something that makes them feel scared.

Family Child Care

All children in your setting may enjoy creating something scary. Provide art materials (paper, glue, scissors, markers, etc.) and invite children to use the materials to make something they find scary (monster, bug, snake, etc.). Discuss why each child believes his/her creation is scary.

WEEK

20

DAY

2

Exploring Life Cycles



3-5 YEARS

Large Group



Skill and Goal

Knowledge of life cycles

Children will recall stages of a chicken's life cycle and put pictured stages of a chicken's life cycle in the correct sequence.



Key Concepts

Review: Stage
Chick



Materials Needed

*7 pictures as shown
(3 pictures shown in
Enrichment tip)

*Chicken life cycle
sequencing cards (see Be
Prepared)

*Printables provided



Optional Reading

Mister Seahorse by Eric
Carle

Be Prepared: Make enough copies of provided chicken life cycle sequencing cards for each child to have a picture of one stage of the life cycle of a chicken. Make sure pictures of each stage are distributed across children.

BEGIN: [Display chicken life cycle pictures from Day 1.]



What animal's life cycle is shown in these pictures?

EXPLAIN: Today we will try to remember what we learned yesterday about the stages of a chicken's life cycle. Remember, a stage in a life cycle has its own characteristics. Each stage is different from other stages.

Each of us will get a picture of a stage in the life cycle of a chicken. Please hold up your picture when I describe the stage shown in your picture.

ACT: [Pass out one picture to each child. Remind children to hold up their picture when you describe the stage shown in their picture. Encourage children to hold their card so other children can see it.]

- This is the first stage in the life cycle of a chicken. (egg)
- During this stage the egg begins to crack. (hatching)
- The third stage is a small fluffy baby chicken. (chick)
- This is the last stage of a chicken's life cycle. (adult)

EXPLAIN: We know that it takes only a few weeks for a chick to grow into an adult chicken. This is a shorter time than it takes kittens and puppies to become adults.

ACT: Let's pretend we are a chick in an egg.

[Encourage children to roll up in a ball as if they were a chick in an egg. Invite them to pretend they are hatching from the egg. Encourage children to stretch their wings and legs as they "hatch."]

Let's practice putting our chicken life cycle pictures in order.

[Mix up pictures. Invite volunteer children who did not participate in the ordering on Day 1 to put the pictures in order. Encourage children to describe each stage as they put the pictures in order.]



RECAP: Today we remembered the stages of the life cycle of a chicken. We pretended we were hatching from an egg! We put pictures of the stages in the correct order.

Scaffolding Tips

Extra support ■ If it appears your verbal description of a stage does not provide sufficient information for all children to determine whether they are holding the described picture, hold up a picture of the stage after you describe it. ■ Describe the stage after children hold up the appropriate picture. ■ Compare pictures and discuss how the chicken changes in each stage. Example: "The chick is very small with short feathers. How does it change as it becomes an adult?"

Enrichment ■ Display pictures of a chicken, dog, and human. Invite children to put them in order, from shortest time to longest time to grow into an adult. (chicken, dog, human)



Robin Dawes/flickr/(CC BY-NC-ND 2.0)



Center Activity

Add stuffed farm animals to the block center. Encourage children to use blocks to build homes for the toy animals. Include plastic eggs and smaller versions of the animals for children to use as babies.

Family Child Care

Encourage children to act out each stage of the life cycle of a chicken. Invite school-age children to hold up each life cycle stage picture as younger children act out the corresponding stage.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter M 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 M card.]

What is the name of this letter?

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

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



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

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

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

WEEK

20

DAY

3

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Pattern knowledge

Children will make a simple pattern with basic shapes.



Key Concepts

Review: Simple pattern



Materials Needed

*Shape cutouts: circle, triangle, square, rectangle (see Be Prepared)



Also Promotes

Self-Regulation

*Printables provided

Be Prepared: Today's activity involves pattern making with basic shapes. Each child will need one shape. Use your classroom's enrollment to determine the number of shape cutouts needed for the activity.

BEGIN: Let's say the rhyme "One, Two, Buckle My Shoe" together!

[Lead children in saying the rhyme.]

ACT: [Pass out shape cutouts to children. Each child gets one shape cutout. Encourage children to name the shape you give them. Help if necessary.]

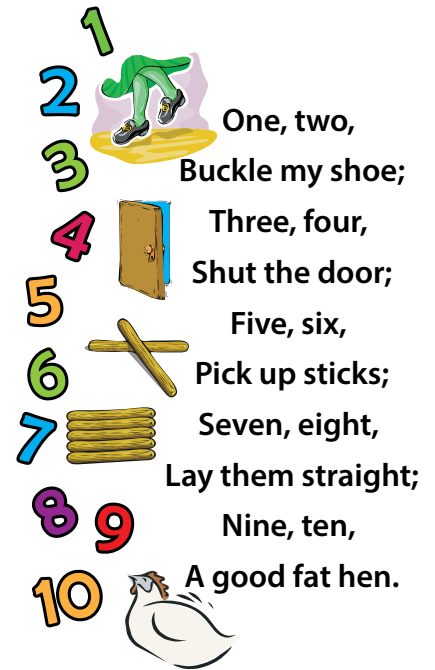
Today we will think of a simple pattern to make with our shapes. Then we will make the pattern. We know that a simple pattern uses two things that repeat themselves.

First let's make a simple pattern with circles and squares. What type of simple pattern can we make with circles and squares? (circle, square, circle, square)

- [After children describe a pattern with circles and squares, ask them to say which shape they'd like to begin with, and which shape would come next in the pattern.]
- After the first two shapes have been put down, ask "Who has a _____ to add to our pattern?"
- Invite a child with a _____ to come to place his/her shape in the pattern.
- Continue until all children with circles and squares have placed their shape in the pattern.
- Leave the completed pattern on the floor or table.]

Now let's think of a pattern we can make with triangles and rectangles. What type of pattern can we make with triangles and rectangles? (triangle, rectangle, triangle, rectangle)

- [Repeat the steps described above, leaving the completed pattern on the floor or table.]



RECAP: Today we made patterns with shapes. We worked together to make our patterns. Let's together say each of our two shape patterns!

[Lead children in saying each shape pattern as you point to each shape.]



Scaffolding Tips

Extra support ■ As children add a shape to the pattern, say the pattern out loud (from the beginning) to emphasize the shape's position in the pattern.

Enrichment ■ Invite children to think of other types of patterns that can be made with shapes. Examples: AABAAB, ABCABC.

123 Center Activity

Fill a basket with shapes (pattern blocks). Encourage children to arrange the shapes in simple patterns.



Family Child Care

Invite school-age children to make more complex patterns using all four shapes. Example: circle, square, square, triangle, rectangle, circle, square, square, triangle, rectangle.

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel frustrated.



Key Concepts

New: Frustrated



Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Puppet

6–8 blocks

Pencil

Paper



Also Promotes

Language/Literacy

*Printables provided

BEGIN: Today we are going to talk about how we feel when we can't do something that we've tried really hard to do. We might get upset or want to cry or give up trying something when we feel **frustrated**.

ASK: Have you ever felt frustrated? What happened?

EXPLAIN: We can feel frustrated when we try to make a basket with a basketball and can't seem to do it. We can feel frustrated when we try to draw a picture of something but it doesn't look the way we want it to look.

Being frustrated can make us feel bad inside.

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

ASK: The girl in the book feels frustrated because she can't tie her shoe. How does her face tell us she is frustrated? (eyes are squinted, lips are tight, eyebrows are slanted down)

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

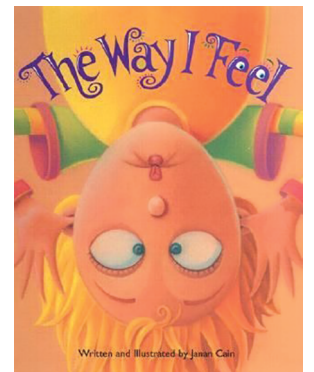
[Invite children to point out on the poster which child looks frustrated. Discuss facial expressions that children associate with being frustrated.]

Sometimes when we feel frustrated about something, it helps to stop what we are doing and take a break. We may become angry if we feel more frustrated. Feeling angry about something we have trouble doing is not going to help us do what we want to do. Taking a break can help us calm down and keep trying.

ACT: [Display a puppet and 6–8 blocks.]

We are going to use our puppet to practice some things to do when we feel frustrated.

[Use the puppet to show frustration about being unable to build a tall tower



Understanding Feelings *continued*



of blocks. Try building the tower 3–4 times with it falling each time. Use a different voice for the “puppet talk.”]

Puppet: I am so frustrated! Each time I try to build a block tower, it falls over. I don’t know what to do. I just want to cry!

EXPLAIN: Maybe the puppet needs to take a break from building a tower. Sometimes we can feel more frustrated about something if we don’t take a break from what is frustrating us. During a break, we can concentrate on our breathing and bodies to help us calm down.

Puppet: I am going to take a break and do something else for a little bit. Then when I feel better, I will try again. I think I will concentrate on my breathing to help me calm down. Then I will look at a book. These things will help me calm down and not feel so frustrated.

ASK: What did the puppet do when it was frustrated? (took a break, concentrated on its breathing, looked at a book)

EXPLAIN: Let’s practice one more time. This time the puppet will try to do something else when it gets frustrated.

ACT: *[Use the puppet to show frustration about not being able to write a letter in its name. Make the puppet try writing the letter 3–4 times as it continues to get frustrated.]*

Puppet: I am so frustrated! I can’t write a letter in my name. I’ve tried and tried. I just don’t know what to do!

EXPLAIN: This time, let’s have the puppet do something that might be a little easier to do. This might help it to not feel so frustrated.

Puppet: Maybe I should practice writing just one part of the letter in my name. If I practice writing one part of the letter and get good at it, then I can try writing the rest of the letter. This won’t be as hard, and it will help me to not feel so frustrated.

ASK: What did the puppet do when it was frustrated this time? (tried something that was easier for the puppet to do)

RECAP: Today we learned what it means to feel frustrated. Feeling frustrated makes us feel bad inside. What two things did we learn that can help us when we are frustrated? (take a break, try something easier)

WEEK

20

DAY

3

Understanding Feelings *continued*



Scaffolding Tips

Extra support ■ As children think of things that have made them frustrated, give hints if necessary. Example: "Is there something you've really tried to do, but it was too hard?"

Enrichment ■ Ask children to think of other things that might help them calm down when they feel frustrated.



Center Activity

Provide puppets. Invite children to pretend to do something that makes them feel frustrated and then something that helps them feel less frustrated. Encouraging children to work in pairs could help children learn from a peer. Children may also wish to practice concentrating on their breathing and bodies.



Family Child Care

Encourage school-age children to describe what they do (or a friend does) at school to calm down when they feel frustrated.

3-5 YEARS

Small Group



Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a penguin's life cycle.



Key Concepts

New: Penguin

Review: Chick



Materials Needed

*4 pictures as shown

*Printables provided



Optional Reading

The Emperor Lays an Egg
by Brenda Z. Guiberson

BEGIN: We are learning about animal life cycles. We learned that a chicken begins its life in an egg and takes several weeks to become an adult.

EXPLAIN: Today we will learn about the life cycle of another animal that begins its life in an egg. It is a bird just like a chicken. The animal we will talk about today is a penguin.

A **penguin** is a black and white bird that cannot fly. A penguin's life cycle is very similar to a chicken's life cycle. Let's look at some pictures of the life cycle of a penguin.

ACT: [Display four penguin life cycle pictures and describe each stage as part of children's responses to the following questions. Point to the picture of the stage as you describe it.]



- Penguins begin their life cycle just like a chicken. What would be the first stage in a penguin's life cycle? (egg)
- What would a penguin chick do when it is ready to hatch? (crack open the egg) Let's pretend we are hatching from an egg. This is just like a chicken!
- A penguin is called a chick in the next stage of its life cycle. What other animal is called a chick in one of its stages? (chicken)
- What do you think is the last stage in a penguin's life cycle? (adult) It takes over a year for a penguin chick to become an adult penguin. It takes a lot longer for a penguin chick to become an adult than it takes for a chicken to become an adult. A year is a long time.

RECAP: Today we learned that penguins begin their life cycle in an egg, just like a chicken. The chick hatches from the egg and grows to become an adult.



Scaffolding Tips

Extra support ■ If children seem to have difficulty focusing on (looking at) the picture of the stage you are describing, temporarily remove the other pictures during your discussion of the stage.

■ After the four stages have been described, mix up the four pictures and invite different volunteer children (one per stage) to put the pictured stages in correct sequence.

Enrichment ■ As you display each picture of a penguin at a different stage in its life cycle, invite children to compare the penguin's stage to a picture of the chicken's corresponding stage. How are they the same and different?



Center Activity

Supply the *chicken and *penguin life cycle sequencing cards. Encourage children to put the pictures in order. As children finish, invite them to compare the life cycle stages of the chicken and penguin.

*Printables provided



Family Child Care

Invite children to explore what it's like to care for a penguin chick using only a beak. Give each child a pair of tweezers and a stuffed animal, and invite them to pretend to care for a chick using only the tweezers as a pretend beak. Remind children that the chick is the third stage in the life cycle of a penguin.



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will identify the initial sounds of familiar words. Children also will understand the name and sound of the letter M.



Key Concepts

Review: Beginning sound



Materials Needed

- *Picture cards (see Be Prepared)
- Chart paper
- *Letter M card
- *4 letter M 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 again uses the groups of three picture cards organized for Day 2. Also, organize additional groups of three picture cards listed below:

pig-pan-hill duck-elephants-doll bell-cut-calf
desk-dish-hand box-cast-bull cub-hop-happy
bear-sock-sad cake-horse-camel pool-alligator-pear

BEGIN: We are learning more about letter sounds at the beginning of words. Remember, we call the first sound we hear the beginning sound of a word. Today we are going to play the same letter sound game we played on Day 2.

EXPLAIN: Remember, I will show you three picture cards. Two of the cards, begin with the same sound, and one of the cards will begin with a different sound. We will figure out which two cards begin with the same sound.

ACT: [Display picture cards for pig, pan, and hill. Point to each picture as you say its name. Enunciate the beginning sound of each word clearly.]

I have pictures of a pig, pan, and hill. Pig and pan both begin with the /p/ sound. Hill begins with the /h/ sound.

I am going to write the words "pig" and "pan" on this chart. The words "pig" and "pan" begin with the same sound.

Let's say the words "pig" and "pan" together.

[Encourage children to emphasize the initial sounds as they say pig and pan.]

Now let's say the word "hill" together.

[Encourage children to emphasize the initial sound as they say the word "hill."]

I want to write the letter that makes the /p/ sound above these two words. Which letter should we write above the words pig and pan? Yes! We will write the letter P. Now let's find something in our classroom that begins with the /p/ sound. (play dough, people, picture, etc.)

[Write the name of the item found in the classroom under the words "pig" and "pan" on the chart.]

Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Give priority to cards used on Day 2 if it appears children would benefit from a review of initial sounds rather than practice with different words. Continue as time permits.]

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

[Display letter M card.]

If a child(ren) whose name begins with the letter M was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter M when you say the name.]



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

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

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

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

ASK: What are our words that begin with the letter M? (music, musician)

ACT: The letter M says /m/, just like at the beginning of the words "music" and "musician." /m/, /m/, music, musician. Let's say that together: /m/, /m/, music, musician.

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



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

[Help children by suggesting other words that begin with m. Examples: macaroni, mom, move, match.]

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

We use four lines to make an uppercase M. We begin by making a straight line up, then a line down, then another line up, and then another line down.

[Give each child his/her letter journal.]

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

RECAP: Today we looked again at pictures of items and figured out which two of the three pictures began with the same sound. We wrote the names of the items that began with the same sound on our chart.

We also learned that the letter M says /m/, just like at the beginning of the words “music” and “musician.” We made the uppercase (big) letter M in our letter journal. Let’s say together the sound the letter M makes (/m/).



Scaffolding Tips

Extra support ■ Enunciate clearly the beginning sound of each word in each group of three pictures. If children need additional support in determining which two pictures have the same beginning sound, exaggerate the pronunciation of the sounds (e.g., /s-s-s/ and /d-/d-/d/). ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to name other animals/items that begin with the same sound as the two same sound words in a group of picture cards. ■ Some children may be interested in your demonstrating and describing how to make a lowercase m. Example: “A lowercase m is made with a straight line down and then a hump and a hump.”



Center Activity

Provide *picture cards used in today’s activity. Encourage children to sort the cards by initial sound.

*Printables provided



Family Child Care

School-age children may enjoy making a book of items with the same beginning sound. Encourage children to draw pictures of items that begin with each letter. Place the book(s) in your library center for all children to enjoy.

The beginning sound activity is described in the following source: 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.

WEEK

20

DAY

4

Making Patterns

123

Mathematics

3-5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will deepen their understanding of patterns that can be made by movements.



Key Concepts

Review: Movement



Materials Needed

Small ball



Also Promotes

Physical/Health

BEGIN: Today we will make movement patterns. We use our bodies to make a movement pattern. Remember, moving our body or part of our body from one place to another place is called a movement. Taking a step with our foot is a movement. Raising our arm from the side of our body to above our heads is a movement.

ACT: Let's first try a simple movement pattern together: clap, stomp, clap, stomp.

[Demonstrate the pattern. Then lead children in a clap, stomp, clap, stomp pattern. Say the corresponding word each time you make a movement. Encourage children to do the action and say its corresponding word in unison so they can easily hear the pattern.]

Let's think of another movement pattern.

[Encourage children to think of a movement pattern for the group to try. Examples: clapping and jumping, stomping and jumping. Unison action helps children see a pattern. Use ABAB patterns only.]

Now let's form a circle. We are going to do a movement pattern with a ball.

[Arrange children in a circle with all children facing inward.]

Our pattern is going to be a high, low, high, low pattern. We will stand side by side and pass the ball to each other. The first person will pass the ball high, and the second person will pass the ball low. Let's say high, low, high, low while we do the pattern. This will help us remember what comes next.

[Demonstrate how to hand the ball to the person next to you by putting it high above your head. Then demonstrate how to pass the ball by putting it low by your feet.]

Let's try it.

[Say high, low, high, low in unison as children do the pattern.]

[If time permits:]

Let's think of some other movement patterns we can do with the ball. We can do the patterns standing up or sitting down.

[Encourage children to think of additional movement patterns to do with the ball. Encourage simple ABAB movement patterns. Try each idea.]

WEEK
20

DAY
4

Making Patterns *continued*

123
Mathematics

RECAP: Today we did movement patterns by moving our bodies and by passing a ball. We are learning to do so many kinds of patterns!



Scaffolding Tips

Extra support ■ Demonstrate each movement slowly as children learn the pattern. ■ To help children remember the next step in a pattern, encourage them to say the pattern slowly as the pattern is made.

Enrichment ■ Encourage children to do the opposite pattern with the ball. Example: After they've done a high, low pattern, ask them to try a low, high pattern.

123 Center Activity

Supply musical instruments. Invite children to form patterns using the instruments. Example: beat a drum, shake a shaker, beat a drum, shake a shaker.



Family Child Care

Continue movement patterns outdoors. Invite children to use a doll or another toy. Invite school-age children to teach younger children simple patterns they can do while using the toys.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand how railroad tracks are used.



Key Concepts

New: Train

Review: Geography
Railroad tracks



Materials Needed

*3 pictures as shown

String or tape (see Be Prepared)

*Printables provided

Be Prepared: Place a long piece of string or tape on the floor of your classroom to be used as pretend "railroad tracks."

Looking Ahead: In Week 22 children will begin learning about community helpers. Make arrangements to visit people who work and help others in your center (teacher, nurse, receptionist, food service staff, custodian, etc.) for Week 22, Day 4. The visits may take several sessions to complete. You may also wish to arrange visits from community helpers that work in your community for Week 22, Day 5.

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.

Today we are going to learn more about railroad tracks.

[Display picture of train.]

ASK: What do we see in this picture?



ATOMIC Hot Links / flickr.com / (CC BY-NC-ND 2.0)

EXPLAIN: A **train** carries things like food, cars, and wood. Some trains carry people from place to place. A train moves along railroad tracks.

ASK: Have you ever seen or ridden on a train? What was it like?

EXPLAIN: Remember, trains use railroad tracks to travel from one place to another place. Let's look at some pictures of railroad tracks.

[Display two pictures of railroad tracks. Emphasize the following:

- Locations of the railroad tracks (one is on land, the other is on a bridge)
- What the tracks are made of (steel with wooden railroad ties)]

Trains could not get from one place to another place without railroad tracks.



Steve Weibel / flickr.com / (CC BY-NC-ND 2.0)



Valerie Everett / flickr.com / (CC BY-SA 2.0)



ACT: Let's pretend we are a train moving on railroad tracks! Each of us can be a part of the train. Parts of a train travel in a straight line, one behind the other. We can pretend the string/tape on our floor is our railroad tracks. We need to stay on our railroad tracks when we pretend to be a train!

[Lead children as they pretend to be a train following the "railroad tracks." Encourage children to make the sound of a train as they move around the classroom. Example: "We are getting ready to stop our train on our railroad tracks. Let's say 'choo, choo!"]

RECAP: Today we learned more about railroad tracks. Why do people build railroad tracks? (to help trains get from one place to another place) We also pretended to be a train following our railroad tracks!



Scaffolding Tips

Extra support ■ As children pretend to be a train, remind them that a train cannot move if it does not stay on the railroad tracks.

Enrichment ■ Point to a railroad tie in the picture of a track located on land. Ask children to say its shape. (rectangle) Use your finger to show its outline. ■ Explain that railroad tracks are built to help trains go from one community to another community.



Center Activity

Supply cars and trains in the block center. Encourage children to build bridges and railroad tracks.



Family Child Care

If possible, take children to visit a place where you would find railroad tracks. Discuss safety around railroad tracks and how they are useful, but dangerous for people to walk on.



3-5 YEARS

Small Group



Skill and Goal

Good health practices

Children will understand types of food that are healthy for us to eat.



Key Concepts

New: Fruit
Vegetable
Grain
Protein

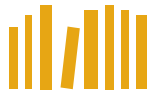
Review: Dairy



Materials Needed

*5 pictures as shown

*Printables provided



Optional Reading

Eating the Alphabet by
Lois Ehlert

BEGIN: Let's think about the food we eat. What is your favorite food?

Now let's think about what it would be like if our favorite food was the only food we ate. Would you like to eat only your favorite food for breakfast, lunch, dinner, and snacks every day?

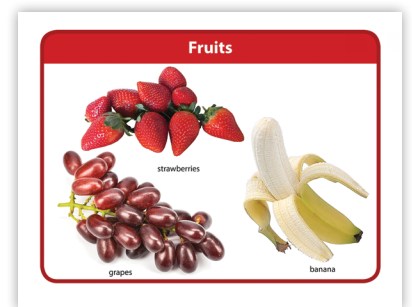
EXPLAIN: I want to tell you a story about Frances. Her favorite thing to eat was bread and jam. She ate bread and jam with a glass of milk for breakfast, lunch, dinner, and for a snack for many days. After a while, Frances got tired of eating only bread and jam. She worried that she might get sick if she did not eat other things that are good for us to eat.

Our bodies need different types of food. We are healthier when we eat different things. Today we will talk about types of food that are good for us.

[Display picture of fruits.]

ASK: Which of the foods shown in our picture do you know?

[Point to items identified by children and repeat the food item's name. Then point to and name fruits in the picture that are not identified by children.]



EXPLAIN: Our picture shows some fruit. A **fruit** grows on a bush or a tree. Fruits are good for us to eat.

ASK: Fruit is served a lot at our center. What kinds of fruit do we eat at our center?

[Display picture of vegetables.]

EXPLAIN: This picture shows some more things that are good to eat. Our picture shows some vegetables. Let's say together the big word vegetables: vegetables.

ASK:

- Sometimes vegetables are called veggies. Do you know the word "veggies"?
- Which of the vegetables in our picture do you know?



[Point to items identified by children, and repeat the food item's name. Then point to and name vegetables in the picture that are not identified by children.]



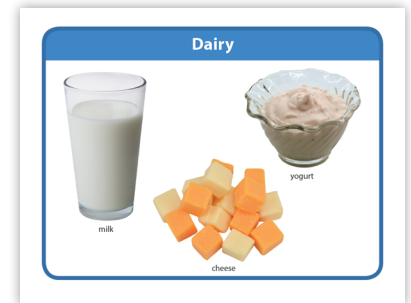
EXPLAIN: A **vegetable** is the part of a plant that we can eat. Potatoes, carrots, and some other types of vegetables grow in the ground. Farmers dig up the vegetables and wash them carefully so they are clean to eat. Broccoli, lettuce, and some other types of vegetables grow on plants above the ground.

[Display picture of dairy foods.]

Many of us drink milk or eat cheese or yogurt every day. These are called dairy foods.

Last week we talked about a dairy farm.

We know that most dairy foods are made of milk that comes from cows.



ASK: What dairy foods are shown in our picture? (cheese, milk, yogurt)

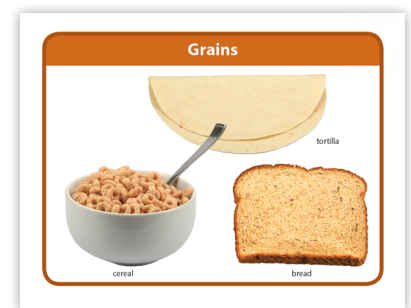
[Display picture of foods made of grain.]

EXPLAIN: Another type of food that is good for us to eat is made with grains. **Grain** comes from the seeds of plants. Many healthy foods can be made from grains. Our picture shows some foods made with grains.

ASK: Which of the foods shown in our picture do you know?

[Point to and repeat the name of foods identified by children. Then point to and say the name of pictured foods not identified by children.]

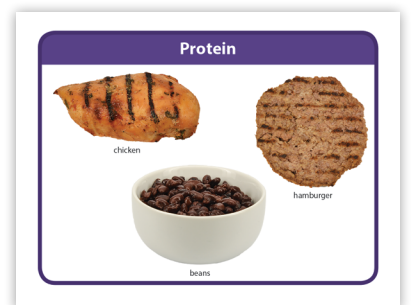
Display picture of foods high in protein.]



EXPLAIN: The foods in this picture have something called protein. **Protein** is a nutrient that helps our muscles, bones, and other parts of our body grow and stay strong.

ASK: Which of the foods shown in our picture do you know?

[Point to and repeat the names of foods identified by children. Then point to and say the name of pictured foods not identified by children.]



RECAP: We talked about five different kinds of foods today. We talked about fruits, vegetables, dairy foods, food made from grain, and food that has a lot of a good thing called protein. Can our bodies stay strong and healthy if we eat only one type of food all of the time? (no! healthy bodies need different kinds of food)



Scaffolding Tips

Extra support ■ In the discussion of grains, remind children that grains come from plants grown on farms. Grain is also eaten by some animals. Several weeks ago we looked at a picture of a farm building called a silo. A silo is a place where grain is stored. (Social Studies Week 18, Day 4) ■ Label food and food type offered to children at snack or meal time.

Enrichment ■ Explain that some things we eat are made from two or more different kinds of food. A banana milkshake or smoothie is made with a fruit and a dairy food (milk and/or yogurt). Small containers of yogurt bought at a store often contain one or several fruits, such as blueberries and strawberries. ■ Dairy foods are usually made from milk from cows, but dairy foods can be made from milk that comes from other animals. Some cheeses are made from goat milk. ■ Read *Bread and Jam for Frances* by Russell Hoban with children who show interest.



Center Activity

Encourage children to use the housekeeping center to prepare and serve pretend foods from each of the five types of foods discussed in today's activity. Children can decide amongst themselves what food they would like to prepare. Provide the five pictures from the activity as a reference for children's play.



Family Child Care

Show children your center's menu for the week. Read the food items on the menu and talk about what type of food they represent. Invite school-age children to keep a list (with words or drawings) of how many different foods they eat during the day (or during the part of the day they are at school).

WEEK
20

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 M.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter M 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 M card.]

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

Letter M says /m/, just like in the word "music."
/m/, /m/, music. Let's together say /m/,
/m/, music.

M m

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

20

DAY

5

Understanding Words *continued*



Language/
Literacy

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

3-5 YEARS

Large Group



Skill and Goal

Pattern knowledge

Children will strengthen their understanding of how to form simple patterns.



Key Concepts

Review: Pattern



Materials Needed

- 4 blue Unifix® cubes
- 4 orange Unifix® cubes
- Chart or paper
- Marker
- Small ball

BEGIN: This week we made patterns. We know that a pattern is something that repeats itself. What is one thing we did this week with patterns?

[Encourage children's recall and brief discussion of experiences with forming patterns.]

EXPLAIN: Let's practice making a pattern with some colored cubes in two different colors.

ASK: What pattern can we make with the different-colored cubes?

[Encourage several volunteer children, one at a time, to try different patterns with the cubes. Provide two colors only to facilitate ABAB patterns.]

EXPLAIN: We also know how to make patterns with shapes.

Let's try a shape pattern.

[On a chart or paper, draw a simple ABAB shape pattern. Ask children what comes next. Try several different ABAB shape patterns.]

We also know how to make movement patterns. Let's try some of our movement patterns with a ball!

[Arrange children in a circle and try several different movement patterns with the ball. Examples: up, down, up, down or over, under, over, under. If time permits, invite children to think of a simple pattern the group has not tried.]

RECAP: This week we made lots of patterns. We also practiced saying what comes next in a pattern. Patterns are fun!


 Scaffolding Tips

Extra support ■ If children need additional experience with movement patterns, say and act out the patterns very slowly as children follow.

Enrichment ■ Invite children to think of a movement pattern and invite other children to follow. Remind children that two or more different movements are needed. ■ Make a mistake when drawing a pattern on the chart. Ask children to tell you where the mistake was made.

WEEK
20

DAY
5

Making Patterns *continued*



123 Center Activity

Provide shapes (pattern blocks) and different-colored Unifix® cubes. Invite children to create patterns. Example: triangle, cube, triangle, cube.

Family Child Care

Invite children to share patterns they know with their families at pickup time. Encourage children to do movement patterns and show family members their pictures of play dough patterns made earlier in the week.

Exploring Where We Live

Social
Studies

3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of physical environments

Children will broaden their understanding of characteristics of their community's geography by creating a representation of a characteristic.



Key Concepts

Review: Geography



Materials Needed

Chart and *pictures from Week 19 (see Be Prepared)

Art materials (see activity plan)



Also Promotes

Creative Expression

*Printables provided

Be Prepared: Children will create a representation of a geographic characteristic of a community in today's activity. Before the activity, construct several representations of geographic characteristics, such as those shown in the activity plan. Your creations are to serve as examples, not as models for children to copy. 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 from Week 19.

BEGIN: Last week we learned about characteristics that can be found in the geography of a community. Remember, the geography of a community includes things like hills, ponds, bridges, streets, and railroad tracks.

Let's look at our chart from last week to help us remember some geographic characteristics of our community. Our chart will help us remember what we talked about.

[Review chart from Week 19 as you discuss each characteristic found in your community. Display the corresponding pictures from Week 19.]

ACT: Today we are going to make some things we can find in our community's geography.

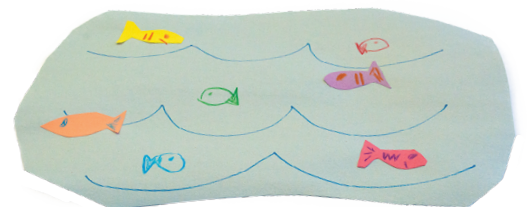
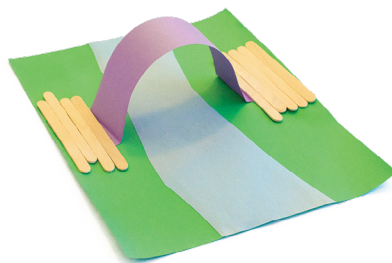
You can choose to make any characteristic you'd like.

[Provide art materials such as paper, markers, glue, tape, child-size scissors, crayons, craft sticks, craft tubes, straws, cardboard, felt, play dough, and any other supplies that children might be able to use.]

Provide pictures from Week 19 as reminders of characteristics.

Help children decorate their characteristics as appropriate. Children will also have an opportunity to work on their geographic characteristics during center time.]

RECAP: Today we made characteristics found in our community. Some of us were able to finish, and some of us are still working. We will share our characteristics next week.



WEEK

20

DAY

5

Exploring Where We Live *continued*



Scaffolding Tips

Extra support ■ Help children with cutting and gluing as necessary. Ask questions to help children focus on the task. Example: “What are you making?”

Enrichment ■ Encourage children to add details, such as fish in a pond.



Center Activity

Provide materials for children to continue working on their geographic characteristics.



Family Child Care

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



3-5 YEARS

Small Group



Skill and Goal

Good health practices

Children will strengthen their understanding of types of food that are healthy for us to eat.



Key Concepts

Review: Fruit

Vegetable
Dairy
Grain
Protein



Materials Needed

Full-size plate (see Be Prepared)

*26 picture cards of different food items

*Printables provided

Be Prepared: A full-size plate used by children for meals at your center is preferable for this activity. The picture card showing jam is used at the beginning of the activity only, as described below. Among the 25 food picture cards, there are five color-coded food items for each of the five types of food introduced in yesterday's activity. In advance of today's activity, organize the 25 cards into five groups of food for your ease in introducing the 25 picture cards in an early segment of the activity (see activity plan). Begin the activity with only two picture cards placed on the plate: bread and jam.

BEGIN: [*Invite children to sit in a circle around the plate with pictures of bread and jam placed on the plate.*]

Yesterday we learned about five different types of food that are good for us to eat. We heard a story about Frances. Pictures of her favorite things to eat are on our plate.



- ASK:**
- What are the two favorite things Frances liked to eat? (bread and jam)
 - Remember, Frances ate bread and jam with a glass of milk for breakfast, lunch, dinner, and for a snack for many days. What happened after a while? (Frances got tired of eating only bread and jam)

EXPLAIN: Frances worried that she might get sick if she did not eat other things that are good for us to eat. Frances wanted to eat more than bread and jam.

ACT: Let's look at pictures of some of the things that help our bodies stay healthy and strong. We talked about some of the pictures yesterday.

[*Display and say the name of each of the five items shown on picture cards, one at a time, for each of the five types of foods. Include a brief description (from Day 4) as a reminder of the food type. Example: "We have five pictures of*





vegetables. We know that vegetables are part of a plant that we can eat. Here is a picture of broccoli.”

Place the picture cards in food groups organized around the plate (see picture). Place the bread picture card in the grain group when you discuss it. Explain that bread is made with grain. Set aside the jam picture card, and do not include it in the discussion of what goes on the plate (because jam is high in added sugars).]

EXPLAIN: Our plate is empty. Let’s decide what we should eat for a pretend lunch. We want to pick at least one thing from each of our five different types of food. We can put our picture of the food on our plate.

ACT: Let’s start with something to eat that has protein. We know that protein helps our muscles, bones, and other parts of our body grow and stay strong.

[Display the five pictures of foods with protein.]

What would be a good thing to eat for lunch that has protein?

[There are no right or wrong selections. Invite volunteer child to place item on plate.]

Now let’s pick a vegetable to eat as part of our lunch. What vegetable should we include in our pretend lunch?

[Continue with this approach for the remaining groups of food.]

- ASK:**
- Our plate has (names of each food item). Why would this be a healthy lunch for us to eat? (because it has different types of food)
 - What other things do you think we should include in our pretend lunch that are not on our plate? (identify the food group represented in children’s suggestions)

ACT: *[Invite volunteer children to return each pictured item on the plate to its respective food group, one item at a time. Identify the type of food. Example: “We picked carrots for our pretend lunch. What type of food is a carrot?”]*

If time and child interest permit, engage children in selecting items for another meal using a similar procedure.]

RECAP: Today we picked different kinds of food for a pretend lunch. We selected things to eat from each of five different kinds of food. We know that our bodies stay healthy and strong when we eat different kinds of food that are good for us.



Scaffolding Tips

Extra support ■ If you anticipate five cards in each of five groups may be too challenging for children to consider, select three or four cards per type of food. Include some or all the food items introduced yesterday so each set of food picture cards helps children connect to yesterday's information.

Enrichment ■ When you introduce the food picture cards, ask children to say the name of familiar food items (rather than initially saying the name). ■ Explain that some things we eat are made with more than one type of food. Example: a hamburger sandwich has bread (grain), meat (protein), lettuce (vegetable), and maybe cheese (dairy). ■ In the activity segment where children suggest foods not included on the plate, say the food group to which the item belongs. Example: French fries are made from a potato, which is a vegetable. ■ In discussing foods high in protein, explain that most dairy foods include protein. A dairy food can be in two different food groups at the same time: dairy and protein.



Center Activity

Provide *picture cards used in today's activity and some full-sized plates. Encourage children to choose one food item from each type of food and place each on a plate. Invite children to work in pairs if appropriate.

*Printables provided



Family Child Care

Encourage school-age children to describe a lunch eaten at school and discuss with younger children each type of food included in the lunch. Example: "Anthony told us he had chicken, green beans, milk, a biscuit, and an apple for lunch. Green beans are vegetables, an apple is a fruit, milk is a dairy food, a biscuit is made from grains, and chicken has lots of protein."