



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 (Day 2)
- How to identify words that begin with the letter S (Day 4)
- The name, sound, written form, and uses of the letter R (Days 2–5)

123

Mathematics

Counting Things

- The number that comes after another number is one more (Day 1)
- How to find the number that is one more than another number (Days 2–5)
- How to identify which of two numbers is more (Days 4–5)



Self- Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
 - *It's Raining, It's Pouring* game (Day 1)
- How to follow requests by watching and taking turns
 - "Silly Faces Song" (Day 2)



Social- Emotional

Understanding Feelings

- We may feel nervous when we are worried about something (Day 3)
- We can concentrate on our breathing and take deep breaths to help feel less nervous (Day 3)



Social Studies

Exploring Where We Live

- Playing with and/or describing our created geographic characteristics (Day 4)
- Placing our created geographic characteristics in our pretend community (Day 5)



Science

Exploring Life Cycles

- How to record on a chart things we know and learn about frogs (Days 1–3)
- Stages of a frog's life cycle (Days 2–3)



Physical/ Health

Moving Our Bodies

- How our body moves when we jump and land on both feet (Day 4)
- How to jump over two strings on the floor (Day 5)

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter M.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter M 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 M card.]

The words "music" and "musician" begin with this letter. What is the name of this letter?

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

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

M m

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?

WEEK

21

DAY

1

Understanding Words *continued*



- Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to the word.
 - o What does each word mean?
 - o How was the word used in today's book?]

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand that each number in a number list is one more than the number before it.



Key Concepts

New: One more

Review: After



Materials Needed

*Large numeral cards 1–10

55 Unifix® cubes of the same color

*Printables provided



Optional Reading

Just a Minute: A Trickster Tale and Counting Book by Yuyi Morales

BEGIN: Let's sing a new song. The song is called "Ten Little Frogs." I will sing it first, and then we can sing it together.

[As you sing, hold up one finger for each number/frog.]

EXPLAIN: Let's sing the song again. This time let's use our large number cards when we sing. We need 10 children to be the 10 little frogs!

ACT: [Sing the song with 10 children holding the numeral cards as you sing (one card per child). Point to the numeral cards as you sing the song together. When you have finished, display the numeral cards in order where all children can see them.]

EXPLAIN: Let's look at our number cards again. Our numbers are lined up in order. We can find the number after another number when we look at numbers lined up in order. The next number on the number list is one more than the number before it. If a number comes after another number, it is the next number on the number list. Remember, the word after means something happens (or comes) later than something else. It follows something else.

[As you explain how to find the number after another number, point to large numeral cards three and four. Say "See, we have three here. The next number is four. Four is one more than three." Point to and count dots on large numeral cards three and four to illustrate.]

ASK: [As you ask children to find the "number after" in the following questions, point to the numeral you mention.]

Let's try to find the number that comes after another number.

- What number comes after number three? How do we know?
- What number comes after number seven? How do we know?

EXPLAIN: Let's look at our number cards again. This time we are going to put cubes in front of each number card. The number of cubes we stack in front of each number card needs to be the same amount as the



Ten Little Frogs

(Sing to the tune of Mary Had a Little Lamb)

One, two, three, four, five little frogs,
Five little frogs, five little frogs.
One, two, three, four, five little frogs,
Swimming all around.
Six, seven, eight, nine, ten little frogs,
Ten little frogs, ten little frogs.
Six, seven, eight, nine, ten little frogs,
Swimming all around!

number on the card. I am going to put one cube in front of our card with number one on it. Now I am going to stack two cubes in front of our card with number two on it.

- ASK:**
- How many cubes do we put in front of number three?
 - How many cubes do we put in front of number four?

[Stack cubes in front of each numeral so children can see how the height of each stack increases as you move down the line. Count out each cube as you stack it.]

EXPLAIN: Our stacks of cubes get taller as we move down the number line. The number that comes after another number is **one more**. This means that each stack of cubes has one more cube than the one before it.

- ASK:**
- If number one has one cube in front of it and we add one more cube, how many do we have now? We have two! Two is one more than one.
 - What happens if we add one more cube to the stack of two cubes? Now we have three cubes! Three is one more than two.

RECAP: Today we learned that the number that comes after another number is one more. Each number in a number list is one more than the number before it.

[If time permits:]

Let's sing our frog song one more time. I'll point to the numbers as we sing. We can use one of our fingers for each of the 10 little frogs!



Scaffolding Tips

Extra support ■ Make sure that stacks of cubes are lined up close to each other so children can see the visual comparison. ■ If children seem uncertain about the concept of more, repeat the process of counting (while pointing to) dots on several adjacent numeral cards and/or stacking cubes in front of two adjacent numeral cards. Focus on numerals smaller than six. Invite several volunteer children to count numeral card dots and/or stack cubes while counting.

Enrichment ■ Ask children "What is one more than four?" If children readily answer this question correctly, repeat the question with higher numbers (up to 10).

123 Center Activity

Provide cookie sheets and a basket of magnetic numerals. Invite children to find numerals 1–10 and put them in the correct order, from one to ten. Children may also wish to line up beads under each numeral to represent the amount of each numeral. Example: Numeral two would have two beads lined up under it. Encourage children to use a number list, if appropriate.

WEEK

21

Counting Things *continued*

123
Mathematics

DAY

1



Family Child Care

Encourage school-age children to make a book that shows one more. Invite children to draw one more item on each page. Example: Page one may have one bird, and page two may have two snakes. Encourage school-age children to share the book with younger children in your setting.

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

None

Be Prepared: If time permits, offer *Drum Beats* from Week 19, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Drum Beats* from Week 19, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before called *It's Raining, It's Pouring*. Remember, we will use our hands and voices for this game.

ASK: How do we play *It's Raining, It's Pouring*?

EXPLAIN: We will make different noises for our pretend rainstorm. Before we make a new rainstorm, let's practice the sounds and actions we've done before. Remember, when we practice something, we do it many times so we can get better at it.

ACT: [As you demonstrate each sound and the action that produces the sound, invite children to copy you. Practice each sound for several seconds before moving to the next one.]

- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.
[Rub your hands together.]
- Now we will practice the sound of raindrops.
[Snap your fingers.]
- Next we will practice the sound of rain.
[Clap your hands slowly and then more quickly.]
- Our last practice noise is the sound of a heavy rainstorm.
[Pat your knees or the floor. Add thunder sounds by saying "boom, crash."]

Let's make a rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

Now we will make a rainstorm with different sounds. Watch and listen carefully as I show you the new movements and sounds.

[As you demonstrate each sound and the action that produces the sound, invite children to copy you. Practice each sound for several seconds before moving to the next one. Omit one of the sounds if you anticipate four consecutive sounds will be too challenging for children.]



- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.
[*Rub your hands up and down on your legs.*]
- Now we will practice the sound of raindrops.
[*Tap your fingers together.*]
- Next we will practice the sound of rain.
[*Pat your legs slowly and then more quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.
[*Stomp your feet on the floor. Add thunder sounds by saying "bang, crack."*]

Now let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

[*Repeat the sequence if time permits and children remain appropriately engaged.*]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do.

In our game we made the different sounds of a rainstorm. We listened carefully when we practiced making each sound. We also listened carefully for the name of the sound we were to make.



Scaffolding Tips

Extra support ■ Continue each action or sound for a longer period of time for children who need additional transition time for moving from one action to another.

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by lightly blowing through your lips, the sound of raindrops by clicking your tongue lightly, the sound of rain by patting your hands on the floor slowly then quickly, and the sound of a heavy rainstorm by clapping your hands loudly and saying "bam, pow."



Center Activity

Encourage children to continue to make the various sounds of a rainstorm. Guide children in playing *It's Raining, It's Pouring* by giving them cues, if necessary. Children may wish to focus on one or two of the sounds.

WEEK

21

DAY

1

Focusing & Remembering *continued*



Self-
Regulation



Family Child Care

Help children gain a better understanding of the sounds associated with a rainstorm by listening to one or more on the Internet. As children listen to the sounds of the rainstorm, encourage them to think of noises and motions they can use to make the same sounds they hear.

The *It's Raining, It's Pouring* 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 how a chart can be used to record what they know about frogs.



Key Concepts

New: Frog

Review: Life cycle
Record



Materials Needed

Prepared chart paper (see Be Prepared)

*2 pictures as shown

*Printables provided

Be Prepared: Activity plans for Days 1 and 2, exploration of a frog, introduce two of the three parts of a K-W-L chart (see the Science section of the *ELM User Guide: 3–5 Years*). The chart is a teaching strategy for helping children organize what they know (K), what they want to know (W), and what they have learned (L). ELM uses the first and third parts of the chart (K and L). Goals are to: (1) promote children’s cognitive skills in organizing information, (2) introduce children to a tool they are likely to use often in elementary school and beyond, and (3) demonstrate how print works. The chart terminology is not used in the activities, and there is no expectation that children will be able to read the words written on the chart.

BEGIN: Today we will learn about the life cycle of another living thing. We know that a life cycle is how living things grow and change over time.

[Display adjacent picture of a frog.]

This is a picture of a frog. Have you ever seen a frog? What was it like?



Holley & Chris Melton/flickr.com/(CC BY 2.0)

EXPLAIN: A **frog** is a small animal that lives in or near water.

We are going to use a chart to record what we know about frogs and the new things we learn about frogs. Remember, when we record something we write it down.

[Display chart similar to the one pictured. Point to the words as you read the title and each section.]

Information About Frogs

What we know about frogs	What we have learned about frogs

The title of our chart is Information About Frogs. Our chart has two sections. The first section says “What we know about frogs.” We will record things we already know about frogs in this section of the chart. The second section of the chart says “What we’ve learned about frogs.” We will record new things we learn about frogs in this section of the chart.

Let’s look at two pictures of frogs and think of some things we might already know about frogs.

[Display two pictures of frogs side by side.]

ASK: What does a frog’s body look like? (bumpy or smooth, wet, different colors)

ACT: [Encourage children’s discussion of frogs. Write children’s descriptions of a frog’s body in the first section of the chart.]



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

Exploring Life Cycles *continued*



EXPLAIN: Our chart can remind us of what we already know about frogs. Let's read the things we have listed on our chart that we know about frogs.

[Point to each item on the chart as you read it.]

RECAP: Today we recorded on our chart things we know about frogs. Tomorrow we will use our chart to write what we learn about frogs.



Scaffolding Tips

Extra support ■ As children look at the pictures of frogs, encourage them to focus on specific parts of a frog. Example: "What do you notice about the frog's legs?"

Enrichment ■ Encourage children to describe what they think a frog's skin feels like.



Center Activity

Invite children to make frog headbands. Provide two-inch strips of green paper for the headband. Encourage children to cut out two circles from white paper and two smaller circles from black paper. Invite them to glue the black circles on top of the white circles and then glue them to the green paper to make frog eyes. Measure and staple strips to form a headband!



Family Child Care

If you live in an area where you can easily keep a frog in a safe and appropriate place, consider holding the frog for a day (or less) for children to observe. Encourage children to draw their observations in their science journals.

Understanding Letters



3–5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children also will identify and name the letter R.



Key Concepts

Review: Relaxed



Materials Needed

*Picture cards (see Be Prepared)

Chart paper

Marker

*Letter R card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Use the following picture cards for today's activity:

C—cat, can, cap B—bear, bee, book P—pig, pan, pool
H—hat, hen, hug M—mop, mad, man

BEGIN: We know that letters make sounds. We also know that many words have the same beginning letter sound.

EXPLAIN: We are going to play another letter sound game today.

[*Spread out the 15 picture cards on the floor or a table (see Be Prepared).*]

I am going to say a letter sound to each of you, one at a time. When I say a letter sound, please try to find a picture that begins with the same letter sound. Let me show you.

ACT: I am going to look for a picture that begins with the /m/ sound. Let me say the sound again: /m-m-m/. Now let's say the sound together: /m-m-m/.

- [*Pick up a picture that does not begin with the /m/ sound, and say the name of the picture as you clearly enunciate the beginning sound. Example: "This is a picture of a bee. I hear a /b/-/b/-/b/ sound at the beginning of bee. Bee does not begin with an /m/ sound."*]
- *Repeat the explanation with one more picture that does not begin with the /m/ sound.*
- *Then choose a picture that does begin with the /m/ sound. Example: "This is a picture of a man. I hear a /m-m-m/ sound at the beginning of man!"*]

Now we will each have a turn to look for a picture.

[*Ask each child, one at a time, to find a picture card that begins with a sound you say aloud. Be sure to clearly enunciate one of the five letter sounds (/k/, /b/, /p/, /h/, /m/). Continue until all children have had a turn.*]

EXPLAIN: Now let's play our game another way. I will give each of you a picture card. Please try to find another picture card that begins with the same sound. Let me show you.

ACT: Here is a picture of a hat. Hat begins with the /h/ sound. I want to find another picture of something that begins with the /h/ sound.

[*As you look for a picture that begins with the /h/ sound, say the beginning sound of 1–2 pictures that do not have the /h/ sound at the beginning of the word. Then choose a picture that begins with the /h/ sound. Example: "This is a picture of a hen. I hear a /h/-/h/-/h/ sound at the beginning of hen!"*]

Now everyone can have a turn to look for a picture.

[Ask each child, one at a time, to find a picture card that begins with the same sound as the picture you provide. Select cards after each child's turn. Continue until all children have had a turn.]

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

[Display letter R card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase R.

We can also write the letter R like this.

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

This is a lowercase r.

The word "relaxed" begins with the letter r. We are learning how to help our bodies feel relaxed. Remember, our body feels calm when we are relaxed. We know how to concentrate on our breathing to help us feel relaxed.

I will write the word "relaxed" on our chart. I am going to write the word "relaxed" with a lowercase (small letter) r.

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

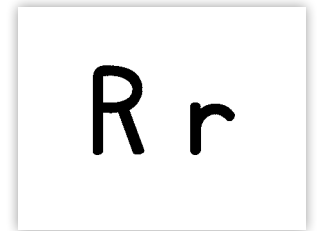
Let's all say the word "relaxed."

[Invite a volunteer child to point to the letter r in the word "relaxed."]

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

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





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

RECAP: Today we played a game with pictures. We found a picture that began with the same beginning sound as a sound I said. Then we found a picture with the same beginning sound as another picture.

We also learned about the letter R. What is a word that begins with the letter r?
(relaxed)



Scaffolding Tips

Extra support ■ If children are unsure of which picture begins with the same beginning sound, narrow children's choices by providing 2–3 pictures and saying the name of each of the 2–3 pictures as you enunciate the beginning sound.

Enrichment ■ After children have found a picture card that has the same sound as the picture card given, ask them to think of one more words that begin with the same sound.



Center Activity

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

*Printables provided



Family Child Care

As you read a book to children, identify a word and ask children to say the letter sound it begins with. Example: "This sentence says, 'A puffer fish blows bubbles.' What sound does the word 'bubbles' begin with?"

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that each number in a number list is one more than the number before it.



Key Concepts

Review: One more
Number list



Materials Needed

- *Number lists—1 per child
- Counters—55 per child
- *Printables provided



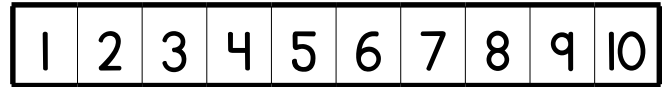
Optional Reading

Ten, Nine, Eight by Molly Bang

BEGIN: Yesterday we learned the number that comes after another number is one more. Today we will use a number list to talk more about numbers. Please put your number list in front of you.

[Give each child a number list.]

EXPLAIN: We know that a number list has numbers from 1–10. Let's point to the numbers on our number list as we count them together.



ACT: [Lead children in counting to 10 as you point to each numeral on a number list. Encourage children to point to each numeral as they say it.]

Please point to number two on our number list.

[Make sure all children are pointing to numeral two on their number list before asking the following question.]

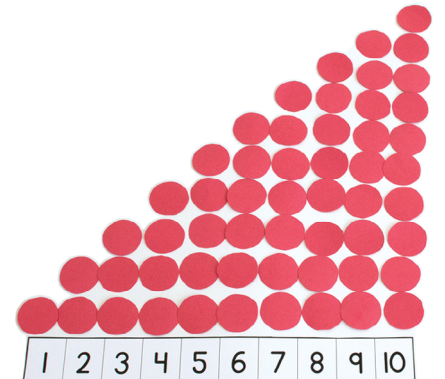
What number comes after number two?

Let's line up circles (counters) above each number. We will put down the same number of circles as the number on our list.

- How many circles should we put above number one?
- How about number two?

[Continue until children have placed counters vertically above numbers 1–10 on their number list. See *Extra Support tip*.]

EXPLAIN: Now let's look at our circles. Two is one more than one. We know this because we can count the circles above the number. Each number has one more circle above it as we go from 1–10 in our number list.



- ASK:**
- What is one more than four? It's five.
We know this because there is one more circle above five than there is above number four.
 - What is one more than number five?
Six is one more than five! Number six is the number after five.

[Continue asking children to find the numeral that is one more than another numeral on the number list.]

RECAP: Today we practiced finding the number on our number list that is one more than another number. We know that each number on a number list is one more than the number before it.



Scaffolding Tips

Extra support ■ If children are unsure how to find the number that is one more than the number mentioned, ask them to count the counters as an aid. ■ If placing counters in front of 10 numerals is too challenging or time consuming, lead children in lining up counters for a smaller set of numerals (example: numerals 1–5). Focus your questions on numerals children work with in today’s activity.

■ Children may benefit from a brief reminder of the meaning of before. The word before means something happens ahead of (or earlier than) something else.

Enrichment ■ Ask children to find the number that is one more than a number you say without looking at their number list (closing or covering their eyes). If they can, ask about larger numbers not on the number list. Example: “What number is one more than 13?”

123 Center Activity

Supply a *number list and bowl of beads or similar small manipulatives. Invite children to place the correct number of beads under each numeral.

*Printables provided



Family Child Care

Encourage school-age children to consider which number is one more when thinking of larger numbers. Example: “Lana, what number is one more than 25?”

Focusing & Remembering



3–5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

Review: Silly



Materials Needed

None

Be Prepared: If time permits, offer *It's Raining, It's Pouring* from Week 21, 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 *It's Raining, It's Pouring* from Week 21, Day 1. The game for today may be less challenging when offered again at a later point.

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

We are learning about many different emotions. We know what it means to feel silly. Remember, we feel happy and playful when we feel silly. Let's all show our silly faces!

EXPLAIN: Today we are going to sing a song we've sung before. It's the "Silly Faces Song."

ASK: What do we do when we sing the "Silly Faces Song"?

EXPLAIN: Each of us will get a turn to make a silly face while we sing the "Silly Faces Song." We know there are many different types of silly faces we can make!

Now (adult helper) and I are going to sing the song first to remind you of what to do.

[The "Silly Faces Song" is sung to the tune of "Mary Had a Little Lamb." Sing the following song using the adult helper's name:]

" _____ make a silly face, silly face, silly face. _____ make a silly face, watch and copy her!"

ACT: [Invite children to imitate the adult helper's silly face.]

EXPLAIN: Remember, each time we sing the song, we will use the name of a different child in our circle. The child we name will make a silly face, and then the rest of us will copy the silly face. We need to make sure we are paying attention so we know what kind of silly face to make. Remember, we need to wait patiently for our turn. If you do not wish to make a silly face when it is your turn, just say "no thank you."

Let's try it together!

ACT: [Lead children in singing the song as you move around the circle from child to child. As each child





takes his/her turn making a silly face, encourage the other children to imitate the silly face.

If a child chooses not to make a silly face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If children who did not initially want to make a silly face wish to do so after all other children have had a turn, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else's silly face!



Scaffolding Tips

Extra support ■ If children are unsure of a silly face to make when their name is sung, give suggestions. ■ If children have difficulty waiting for their turn, remind them that we are following the order of children's placement in the circle, and we can wait for our turn by copying other children's silly faces. ■ If the "Silly Faces Song" leads to an increase in silly behaviors, you may need to help children calm down. Example: "I see that we are all feeling a bit more silly after making silly faces. Let's take a moment to calm down before we go to our next game. Let's take three deep breaths and pretend we are a sleepy kitten."

Enrichment ■ Invite children to sing the "Sad Faces Song": In the song sung today, replace the word "silly" with the word "sad." Sing the song together as children take turns making a sad face as the other children imitate the sad face.



Center Activity

Encourage children to continue the "Silly Faces Song." Invite children to change the song to include options other than making a silly face. Examples: doing a silly dance or moving in a silly way.



Family Child Care

Sing the "Silly Faces Song" while outside. Encourage children to mimic each other while playing on the swings or playing with a ball.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a frog's life cycle. Children will also understand that a frog changes from one thing to a completely different thing as it grows (metamorphosis).



Key Concepts

New: Tadpole
Froglet
Metamorphosis

Review: Stage



Materials Needed

Chart from Day 1

*5 pictures as shown (1 is for Extra Support tip)

*Printables provided

BEGIN: [Display chart from Day 1.]

We are learning about frogs. Yesterday we recorded on a chart what we know about frogs. Let's look at our chart to help us remember what we already know about frogs.

[Read the title and items listed in the first column of the chart.]

EXPLAIN: Today we will learn about the stages of the life cycle of a frog. We know that a stage in a life cycle has its own characteristics.

[Display picture of frog eggs.]

ASK: What do you think is shown in this picture?

EXPLAIN: Frogs lay eggs. This is a picture of frog eggs. The eggs are the first stage in the life cycle of a frog. A frog begins its life in an egg.

[Display picture of tadpoles.]

ASK: What do you see in this picture? (tails, head, eyes, etc.)

EXPLAIN: These are tadpoles. A **tadpole** is a small animal that has a rounded body and tail. Tadpoles hatch from frog eggs. A tadpole is the second stage of a frog's life cycle.

[Display picture of a froglet.]

Over time, a tadpole begins to slowly grow legs and becomes a froglet. This is a picture of a froglet. A **froglet** is a young frog that still lives in the water and has a tail.

[Display picture of adult frog.]

This picture shows the last stage in the life cycle of a frog. It is an adult frog.

Let's look at the picture of the adult frog next to the picture of the froglet.

ASK: What does the froglet have that makes it different from the adult frog? (tail)

EXPLAIN: An adult frog does not have a tail.



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We know that many animals look like their parents when they are born or hatched. A kitten looks like its parents when it is born. It has a head, body, and legs just like its parents.

Let's look at the picture of an adult frog next to the picture of tadpoles.

ASK: Do the tadpoles look like the adult frog?

EXPLAIN: Tadpoles that hatch from frog eggs do not look like their parents when they are born. A tadpole does not have legs like its parents when it is born. It has a long tail. A tadpole does not look like an adult frog.

Some animals change from one thing to a completely different thing as they grow. We call this **metamorphosis**. Let's say together this big word: met-a-mor-pho-sis.

Animals that go through metamorphosis look very different from their parents when they are born.

ASK: Did we look like our parents when we were born? (yes)

EXPLAIN: We had a head and body just like our parents. We also had eyes, a mouth, and a nose just like our parents.

A frog goes through metamorphosis when it begins its life as a tadpole and then grows into an adult frog.

RECAP: Today we learned about the life cycle of a frog. A frog begins its life cycle in an egg. A frog goes through metamorphosis as it changes from a tadpole to an adult frog. Let's record on our chart new things we are learning about frogs.

[Write new information introduced today about frogs in the second column of the chart used in Day 1:

- *Egg*
- *Tadpole: tail, no legs*
- *Froglet: tail, four legs*
- *Adult frog: no tail, four legs*
- *Tadpole changes into a completely different thing (metamorphosis)]*

WEEK

21

DAY

2

Exploring Life Cycles *continued*



Science



Scaffolding Tips

Extra support ■ When you indicate that a frog begins life in an egg, remind children of other animals discussed recently that also start life in an egg (chicken, penguin). ■ As you explain metamorphosis, display the picture of a kitten and adult cat (Week 19, Day 2) to help children better understand that, unlike frogs, kittens look like their parents when they are born.

Enrichment ■ Talk with children about how the life cycle begins again after a frog is an adult. (frog lays eggs)



Center Activity

Supply *frog 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 frog. Invite children to use the pictures if they'd like.

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter R 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 R card.]

What is the name of this letter?

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

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

R r

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.

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

Number knowledge

Children will find a number that is one more than a specified number.



Key Concepts

Review: One more



Materials Needed

The Very Hungry Caterpillar by Eric Carle

*Large numeral cards 1-10



Also Promotes

Language/Literacy

*Printables provided



Optional Reading

Ten Little Caterpillars by Bill Martin Jr.

BEGIN: [If time permits, lead children in singing the "Ten Little Frogs" song introduced on Day 1 as they hold up one of their fingers for each frog.]

Today we will read a book called *The Very Hungry Caterpillar*.

[Display front cover.]

ASK: What does the picture on the front cover of our book tell us the book might be about?

EXPLAIN: The author of our book is Eric Carle. Eric Carle is also the illustrator. The little caterpillar in the book was very hungry and ate many things! We will count some of the things eaten by the caterpillar.

- ACT:**
- [As you read the book, count the items the caterpillar ate.
 - Point out that each day the caterpillar ate one more item. As you turn each flap, count and point to the number of items and compare them to the next day.

Example: "On Tuesday the hungry caterpillar ate through two pears. Let's count them.

(turn the flap) On Wednesday the hungry caterpillar ate through three plums. Let's count them."

EXPLAIN: We learned that the hungry caterpillar ate one more item than he did on the day before. On the last day the hungry caterpillar ate through 10 things!

[If time permits:]

Let's play a game to see if we can correctly identify our numbers. There will be a trick to our game! I will ask you to tell us the name of the child holding the number after another number.

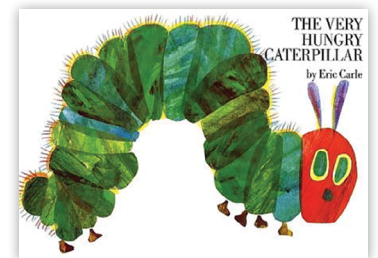
- [Invite 10 children to hold and arrange the large numeral cards in order from 1-10.



Ten Little Frogs

(Sing to the tune of *Mary Had a Little Lamb*)

One, two, three, four, five little frogs,
Five little frogs, five little frogs.
One, two, three, four, five little frogs,
Swimming all around.
Six, seven, eight, nine, ten little frogs,
Ten little frogs, ten little frogs.
Six, seven, eight, nine, ten little frogs,
Swimming all around!



- Ask children who remain sitting to say who has the number after the number you specify. Example: "Who has the number that comes after three?"
- After children identify the child holding the numeral after three, ask the child holding that numeral to sit down.
- Continue until all children are sitting. Repeat with a different set of 10 children if time permits.]

RECAP: Today we read *The Very Hungry Caterpillar* by Eric Carle. We counted all of the things the caterpillar ate on each day. Each day he ate through one more thing. We also played a game and said the name of the person who was holding the number after another number.



Scaffolding Tips

Extra support ■ As you point out that the caterpillar ate one more item each day, encourage children to point to the items as you count. Emphasize the concept of "one more" when talking with children about the number of items the caterpillar ate each day.

Enrichment ■ Ask children how many items the caterpillar would eat if it ate one more than 10 items.

123 Center Activity

Place a copy of *The Very Hungry Caterpillar* by Eric Carle in the library center. Encourage children to look through the pages of the book and retell the story. Children may also enjoy using play dough to make the fruit shown in the book.



Family Child Care

Try this game at cleanup time: Display a number list. Ask children, one at a time, to please clean up the number of items that is one more than the number you name. Example: "Lara, please clean up (put away) the number of items that is one more than two. How many items should you clean up?"

Understanding Feelings



3–5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel nervous.



Key Concepts

New: Nervous

Review: Emotion



Materials Needed

None



Also Promotes

Self-Regulation

BEGIN: We are learning about emotions. What is an emotion? (the way we feel) Today we will learn about an emotion that may make us feel like we have butterflies in our stomach.

ASK: What do you think it means when people say they have butterflies in their stomach?

EXPLAIN: People do not actually have butterflies moving around in their stomach. But they may have a tickling feeling in their stomach. You might feel like you have butterflies in your stomach when you feel nervous. We may feel **nervous** when we are worried about something.

We might feel nervous when we go to the dentist's office or when we play on a sports team for the first time. I felt nervous when _____. It is okay to feel nervous about something. All people feel nervous sometimes.

ASK:

- Do you remember a time when you felt nervous? What was happening?
- How did your body feel when you felt nervous? (heart beating fast, muscles tight, tickling feeling in stomach, etc.)

EXPLAIN: There are things we can do to help our body calm down and feel more relaxed when we feel nervous.

We are learning how to concentrate on our breathing to help our mind and body feel relaxed. Taking deep breaths can help us relax when we feel nervous about something.

I am going to breathe in and out very slowly. I will count to three as I breathe in, and count to three as I breathe out.

[Sit very still and take three deep breaths, using your fingers to count to three with each breath in and out.]

Taking deep breaths can help our body feel relaxed and less nervous. Let's try it together by closing our eyes and concentrating on our breathing.

ACT: *[Encourage children to sit quietly and concentrate on their breathing.]*

When we take deep breaths, we can think about the air going in and out of our body. Let's take three deep breaths together. I am going to count to three as we breathe in, and again as we breathe out.

Understanding Feelings *continued*



[Encourage children to take three deep breaths together while concentrating on the air going in and out of their bodies. Quietly count each deep breath.]

EXPLAIN: Our muscles may also be tight when we feel nervous.

ASK: Remember how it felt several weeks ago when we squeezed our squeeze balls?

ACT: Our muscles in our hands were not relaxed when we were squeezing our squeeze balls. Let's make a fist with our hand and pretend we are squeezing a squeeze ball.

[Encourage children to make a fist to illustrate tight muscles.]

This is how our muscles feel when they are not relaxed. Our muscles might feel this way when we are nervous about something. Let's take a deep breath and let our hand relax. Now our muscles are relaxed.

EXPLAIN: When we are nervous, we can concentrate on our breathing to help our muscles relax.

RECAP: Everyone feels nervous sometimes. We can feel nervous when we are worried about something. It's okay to feel nervous. How might our body feel when we feel nervous? (muscles tight, butterflies or a tickling feeling in our stomach, etc.) Concentrating on our breathing and taking deep breaths can help us to feel less nervous.



Scaffolding Tips

Extra support ■ If children seem unclear about the "a time when you felt nervous" question, offer a follow-up prompt. Examples: "Did you feel nervous when you first joined our classroom?" "Did you feel nervous when you moved to a new house or apartment?" ■ If a child has difficulty sitting still while concentrating on his/her breathing, have another adult sit with the child while quietly saying "in" and "out."

Enrichment ■ Ask children to think of things that may make them feel nervous in your classroom (sharing a project with others, answering a question, etc.).



Center Activity

Provide puppets. Invite children to pretend to do something that makes them feel nervous and then something that helps them to feel calm and relaxed. (concentrate on breathing, concentrate on relaxing their muscles)

WEEK
21

DAY
3

Understanding Feelings *continued*



Family Child Care

Invite children to ask family members at pickup time if they've ever felt nervous. Encourage children to ask the family member(s) what he/she does to relax when nervous.

The deep breathing component of this activity is described in and used with permission from the following source: Saltzman, W., Lester, P., Pynoos, R., Mogil, C., Green, S., Layne, C., & Beardslee, W. (2009). *FOCUS for military families: Individual family resiliency training manual*, 2nd edition (pp. 131). Los Angeles, CA: UCLA Semel Institute for Neuroscience and Human Behavior.

WEEK
21

DAY
3

Exploring Life Cycles



3-5 YEARS

Large Group



Skill and Goal

Knowledge of life cycles

Children will strengthen their understanding of a frog's life cycle.



Key Concepts

Review: Stage
Metamorphosis



Materials Needed

- *4 pictures as shown
- *Frog life cycle sequencing cards (see Be Prepared)
- Chart from Days 1 and 2
- *Printables provided

Be Prepared: Make enough copies of provided frog life cycle sequencing cards for each child to have a picture of one stage.

BEGIN: [*Display and point to four frog life cycle pictures.*]



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Holley & Chris Melton/flickr.com/(CC BY 2.0)

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

We know that a life cycle has different stages. Each stage is different from other stages. We learned yesterday that a frog goes through four different stages.

ACT: Let's act out each stage in the life cycle of a frog.

[*Encourage children to spread out in the room so each has personal space.*]

- Let's pretend to be a tadpole in an egg by rolling up in a ball. This is the first stage in the life cycle of a frog.
- Now let's pretend we are a tadpole swimming in the water. This is the second stage in the life cycle of a frog.
- The froglet is the third stage in the life cycle of a frog. Let's pretend to be a froglet with a small tail.
[*Encourage children to place their hand behind their body to represent a tail.*]
- Now let's pretend to be an adult frog hopping!

EXPLAIN: Now let's look at our pictures of a frog's life cycle and talk about each stage.

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

ACT: [*Pass out one picture in random order 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 frog. (eggs) What do we see in our picture of this stage? (eggs) How did we pretend we were a tadpole in an egg? (rolled up in a ball)

Exploring Life Cycles *continued*



- This small animal hatches from the egg and has a rounded body and tail. It does not look like its parents. (tadpole) What did we do to pretend we were a tadpole? (swam)
- This is a young frog that still lives in the water and has a tail. (froglet) How did we pretend we were a froglet with a small tail? (put hand behind body as a make-believe tail)
- This is the last stage of a frog's life cycle. (adult) What is one way frogs move from one place to another place? (hop)

EXPLAIN: It takes a few months for tadpoles to change into adult frogs. Tadpoles take longer than baby chickens to become adults.

A tadpole looks very different from an adult frog. We know that frogs change from one thing to something completely different as they grow. We learned a big word that means something changes into something very different. The big word is metamorphosis. Let's say together our big word about a frog's life cycle: met-a-mor-pho-sis.

RECAP: [*Display chart from Days 1 and 2.*]

We have learned many new things about frogs! We recorded on our chart some of the things we know and learned about frogs. First we made a list of what we know about frogs.

[*Review the "What we know about frogs" list briefly, pointing to each entry on the chart as you talk about it.*]

Then we made a list of what we learned about the life cycle of a frog.

[*Review the "What we have learned about frogs" list briefly, pointing to each entry on the chart as you talk about it.*]

Consider inviting children to hop like a frog to their next activity.]



Scaffolding Tips

Extra support ■ When children act out stages of the frog's life cycle, draw their attention to the picture of the pertinent stage. Invite children to talk about and point to characteristics of interest in the pictures.

Enrichment ■ Tadpoles' and froglets' tails help them to swim in the water. Ask children to think of other animals with tails that help them to swim in the water. (fish, alligator, whale, etc.)

WEEK

21

DAY

3

Exploring Life Cycles *continued*



Science



Center Activity

Supply the sensory table or tub of sand with a bowl of water. Provide toy frogs and plants. Cut lily pads from foam. Encourage children to pretend it is a pond. As a separate activity, provide the four pictures of a frog's life cycle for children to put in sequence.



Family Child Care

Encourage children to act out each stage of the life cycle of a frog. 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

Phonological awareness
Letter knowledge

Children will identify words that begin with the letter S. Children also will understand the name and sound of the letter R.



Key Concepts

New: Slanted
Review: Beginning sound



Materials Needed

- *Letter S card
- Chart paper
- *Letter R card
- *4 letter R 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

BEGIN: We are learning more about letter sounds at the beginning of words. Today we are going to sing a song we've sung before to practice letter sounds. We are going to sing the song "Bingo."

[Write the letters B-I-N-G-O on a whiteboard.]

ACT: Pop up if you remember how to sing "Bingo!" Let's sing it together!

[As children stand, sing the first verse of the song "Bingo" together. After you've finished the first verse, ask children to please have a seat.]

ASK: What letter sound do we hear at the beginning of the word "Bingo"?

EXPLAIN: Bingo begins with the /b/-/b/-/b/ sound. We are going to pretend Bingo changed his name. We will change the first letter in the word "Bingo."

[Place the letter S on top of the letter B on the whiteboard.]

ASK:

- What letter is now at the beginning of the name? (S)
- Let's pretend Bingo changed his name to begin with an S. What would his name be?

EXPLAIN: S says /s-s-s/. Now his name would be Singo! Let's say his new name together: Singo. Now let's sing the song using his new name, Singo!

ACT: [Together sing the first verse of the song replacing "Bingo" with "Singo."]

ASK: What are some things in our classroom that begin with the letter S? (scissors, spoon, sticker, etc.)

ACT: Let's write the things in our classroom that begin with the letter S on this chart.

[Write the letter S at the top of the chart, and list items children find that begin with the letter S.]



B-I-N-G-O

There was a farmer had a dog,
And Bingo was his name-o.

B-I-N-G-O

B-I-N-G-O

B-I-N-G-O

And Bingo was his name-o.

S

ASK: Does anyone have a name that begins with the letter S?

ACT: [List children's names that begin with the letter S (if any) under items that begin with the letter S on the chart.]

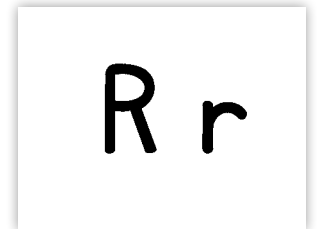
Let's together say the things we've found in our classroom, and names we know, that begin with the /s/ sound.

[Point to each word on the chart under the letter S as you say each word together while enunciating the beginning sound clearly.]

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

[Display letter R card.

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



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

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

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

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

ASK: What is our word that begins with the letter R? (relaxed)

ACT: The letter R says /r/, just like at the beginning of the word "relaxed." /r/, /r/, relaxed. Let's say that together: /r/, /r/, relaxed.

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



rug

Zoe (nee Durfee)/flickr/(CC BY-NC 2.0)



ring

andessurvivor/flickr/(CC BY 2.0)



rain



rabbit

Kevin Jump/flickr/(CC BY 2.0)

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

[Help children by suggesting other words that begin with r. Examples: rattle, raccoon, run, remember.]

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

We use three lines to make an uppercase R. We begin by making a straight line up, then a curved line, and then a slanted line. A **slanted** line is a line that leans a bit to the side.

[Give each child his/her letter journal.]

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

RECAP: Today we sang the song "Bingo" while thinking about the beginning sound in the word "Bingo." We also found things in our room that begin with the letter S.

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

Scaffolding Tips

Extra support ■ If children seem confused about changing the first letter of Bingo's name, say the two letter sounds (such as /b/ and /s/) at the point you introduce the letter change. ■ Sing the song slowly as you enunciate clearly the beginning sound of the new word. ■ If children do not find items in the classroom that begin with the letter S, offer 2–3 examples to choose from. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ If time permits, change Bingo's name again! Replace the first letter in the word "Bingo" with the letter H. Sing the first verse of the song with the new letter. Then look for items in the classroom and list them under the letter H on the chart. Additionally, list children's names if any begin with the letter H. ■ Some children may be interested in your demonstrating and describing how to make a lowercase r. Example: "A lowercase r is made with a straight line down and then a small curved line."

WEEK

21

DAY

4

Understanding Letters *continued*



Center Activity

Provide a small whiteboard with the word “Bingo” written on it and letters C, F, and P written on squares of paper. Invite children to continue the song learned during the activity as they cover the letter B with different letters.



Family Child Care

Give each school-age child a *letter picture card and ask him/her to find the other child who has a picture that begins with the same sound. Example: If playing with four children, one child has a picture of a horse, one child has a picture of a house, one child has a picture of a fan, and one child has a picture of a fish.

*Printables provided

Source of BINGO nursery rhyme: Gardner, E. E. (1920). Some play-party games in Michigan. *Journal of American Folklore*, 33, 91-133.

The Bingo activity is adapted from 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.

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will find a number that is one more than another number and determine which of two numbers is more.



Key Concepts

Review: One more



Materials Needed

Line of numerals 1–10
(See Be Prepared)

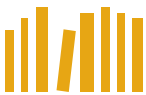
Basket

*Small numeral cards 1–9

2 beanbags

*Number chart (Extra Support tip)

*Printables provided



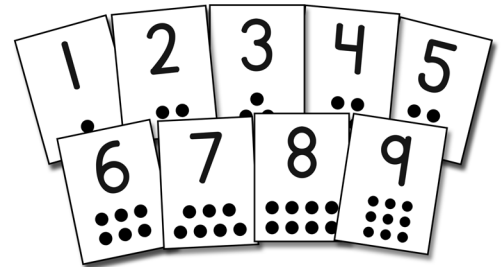
Optional Reading

Madeline by Ludwig Bemelmans (practice counting to 12)

Be Prepared: A line of numbers up to numeral 10 can be made from a variety of different materials. It can be as easy as placing numbers on note cards and taping them to a surface. Place a set of small numeral cards 1–9 in a basket. See Extra Support tip.

BEGIN: We are learning how to find the number that is one more than another number. Today we will play a game with numbers and a beanbag.

EXPLAIN: [*Point to items as you describe each.*]



All of the numbers we have talked about are on the floor in a line. We also have a basket of number cards.

We will take turns picking a number from the basket.

- When it is your turn to pick a number, put a beanbag on the number in our line of numbers that is one more than the number you pulled from the basket. Let me show you.

[*Pick a numeral card from the basket. Say the number out loud and then say the number that is one more than the number you chose. Point to the two numbers in your line of numbers to illustrate that you are placing the beanbag on the number that is one more than the number picked from the basket.*]

- After another child puts a beanbag on a number that is one more, we will decide which of the two numbers with the beanbags is more.

[*Place second beanbag on a second number.*]

The beanbags are on the numbers ___ and ___.

ASK: Which of these two numbers is more?

ACT: Let's play our game!

[*Identify two volunteer children to go first. Provide guidance for the following steps in the game as appropriate:*

- *Child #1 pulls card from the basket and puts a beanbag on the number in the number line that is one more than the number pulled from the basket.*

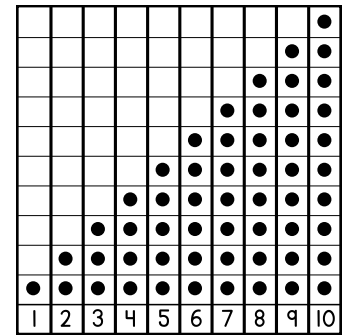
- Child #2 takes a turn doing the above.
- You ask the two children which of the two numbers with beanbags is more.

Continue with pairs of children until all children have a turn. If there is an odd number of children in your small group, serve as the partner of a child.]

RECAP: Today we played a game that helped us to find the number that was one more than the number we picked from the basket. We also figured out which of two numbers was more.

Scaffolding Tips

Extra support ■ Use fewer numerals if you anticipate the game may be too challenging with 10 numerals. ■ When you draw attention to the line of numbers at the beginning of the activity, encourage children to say each number as you point. ■ If children aren't sure which number is one more than another number, point to the first number on the number chart. Remind children that the number chart has dots that we can count for each number. Each number that comes after another number on the number chart is one more.



Enrichment ■ Ask children: What if you picked the number 10 from the basket? What number is one more?

*Printables provided

123 Center Activity

Use the provided *frog cutouts or make frog cutouts from construction paper. Put one numeral on each frog (1–10). Supply 10 clothespins with colored dots on them. Each clothespin should have 1–10 dots of the same color (one clothespin has one dot, one clothespin has two dots, one clothespin has three dots, etc.). Invite children to match the clothespins to the correct frog cutout. Use fewer cutouts and clothespins if you anticipate 10 may be too challenging.



*Printables provided

Family Child Care

Encourage school-age children to try the activity with a line of larger numerals. Example: Numerals 20–30.

WEEK

21

DAY

4

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of geographic characteristics in a community.



Key Concepts

Review: Describe



Materials Needed

Children's geographic characteristics made in Week 20



Also Promotes

Language/Literacy

BEGIN: [There are two options for today's activity involving geographic characteristics made by children in Week 20.

Option One: Make the geographic characteristics available for a brief play time. Offering small toy people figures might enrich the play. Children could play with geographic characteristics independently or together.

Option Two: Encourage volunteer children to take turns describing the geographic characteristic they created. Remind children to be good listeners when someone is talking. Invite children to ask questions about a characteristic described by another child. You may wish to support some children's participation by describing the geographic characteristic a child made, encouraging the child to hold the characteristic as you describe the it, and including some closed-ended questions that promote the child's verbal involvement.]



Center Activity

Invite children to use play dough to make geographic characteristics.



Family Child Care

Encourage children to share and describe their geographic characteristics with families at pickup time.



3–5 YEARS

Large/Small Group



Skill and Goal

Motor development

The children will practice jumping and landing on both feet.



Key Concepts

Review: Jump
Forward
Backward



Materials Needed

None



Also Promotes

Self-Regulation

BEGIN: We are learning how to move our bodies in different ways.

[Jump in the air and land on both feet.]

What did I just do? (jump)

EXPLAIN: Remember, when we jump, we use both feet to go up and then down in the air.

Today we will practice jumping.

We move our bodies in a special way when we jump.

[Describe and demonstrate each step:]

- bend our knees
- swing our arms forward and up into the air
- push off with both our feet
- land with both our feet slightly apart

Let's practice our jumping. We will try to jump in the air five times. Please stay in your personal space.

ACT: *[Count five jumps. Offer verbal reminders as appropriate: bend our knees, swing arms forward and up, push off with both feet, land with both feet apart.]*

EXPLAIN: We can jump forward and we can jump backward. Remember, when we move forward we move toward what is in front of us. When we move backward we move toward what is behind us.

ACT: *[Demonstrate and describe jumping forward and backward. Then invite children to jump forward and backward. Provide guidance as appropriate. Remind children to stay in their personal space.]*

RECAP: Today we practiced jumping. How do we land when we jump in the air? (on both feet) We jumped forward and backward. We used our legs and arms when we jumped.



Scaffolding Tips

Extra support ■ Some children might confuse hopping and jumping. Explain that jumping is different from hopping. Hopping uses one foot to push off and land. Jumping uses both feet. ■ If five consecutive jumps is too challenging, demonstrate and lead children in jumping several times before pursuing five jumps in a row. ■ If children have difficulty with the jumping motions, use your hands to help position their bodies into the jumping position. ■ Point to and describe “in front of” and/or “behind” when introducing changes in the direction of jumping.

Enrichment ■ If children are skilled in jumping forward and backward, encourage them to try to jump to the side. ■ Ask children why it is important to land with our feet slightly apart. (to help us keep our balance)



Center Activity

Provide CD's of “jumping music” such as Greg and Steve's *Ready, Set, Move or Jumpin' and Jammin' or Music Movement & Magination*.



Family Child Care

If there is limited space in your setting for all children to jump at the same time, invite one child at a time to jump while other children applaud or clap once for each jump.

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 R.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter R 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 R card.]

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

Letter R says /r/, just like in the word "relax." /r/, /r/, relax. Let's together say /r/, /r/, relax.

R r

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

21

DAY

5

Understanding Words *continued*



Language/
Literacy

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will find the number that is one more than another number, and determine which of two numbers is more.



Key Concepts

Review: One more



Materials Needed

- *Number chart
- The Very Hungry Caterpillar* by Eric Carle
- Line of numerals used on Day 4
- Basket
- *Small numeral cards 1-9
- Beanbag
- *Printables provided

BEGIN: We are learning to find the number that is one more than another number. We know the number that is one more than another number is the number after that number.

EXPLAIN: Let's imagine that we have five frogs. Each frog has a number on its back. The first frog has number one on its back. The second frog has number two on its back. The third frog has number three on its back. The fourth frog has number four on its back.

ASK: What number would the next frog have on its back?

EXPLAIN: Number five is one more than number four!

We also are learning how a number chart can help us find the number that is one more than another number.

[Display a number chart.]

ACT: Let's look at our chart with numbers and dots.

- What number is one more than three?
- What number is one more than five?
- What number is one more than nine?

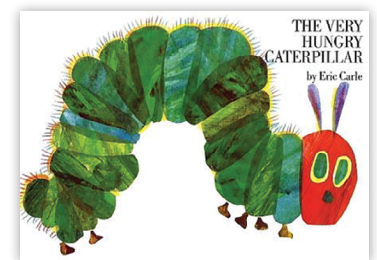
EXPLAIN: We read a book called *The Very Hungry Caterpillar* by Eric Carle to help us learn more about one more.

The caterpillar in our book ate many things in the book. We read that on Wednesday the caterpillar ate through three plums.

ASK: [As you ask the following questions, display the corresponding page in the book and lead children in counting the items.]

- How many is one more than three?
- We read that on Thursday the caterpillar ate through four strawberries. How many is one more than four?

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



EXPLAIN: *[Display the line of numbers used on Day 4.]*

We also played a game this week. We chose a number from a basket and then placed a beanbag on the number that was one more than the number we chose from the basket. Let's practice our game again.

ACT: *[Invite a volunteer child to choose a numeral card from the basket. Encourage the other children to determine which numeral is one more than the numeral chosen. Invite the volunteer to place a beanbag on the numeral that is one more.]*

We also know how to figure out which of two numbers is more.

[Hold up small numeral cards two and eight.]

I am holding up two numbers. Which number is more? Use the number chart if you need help. Let's try two more numbers.

[Continue comparing two different numerals as children determine which one is more. Compare numerals four and nine, numerals one and five, and numerals seven and 10.]

RECAP: This week we practiced finding the number that is one more than another number. We also determined which of two numbers was more.



Scaffolding Tips

Extra support ■ If the use of imaginary frogs in the opening segment of this activity is too challenging, use chart paper to draw frogs with numbers on their backs to help children determine which number is on the last frog's back. You may wish to include the corresponding number of dots on each frog's back. ■ Point to and count dots on the number chart as appropriate.

Enrichment ■ For children who have mastered finding a number that is one more, try numbers larger than 10.



Center Activity

Supply paper and markers or colored pencils. Invite children to draw a collection of 1–10 items.



Family Child Care

With children, take a trip to the local library to look for counting books. Encourage school-age children to share the books with younger children while practicing the concept of one more.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will broaden their understanding of geographic characteristics found in their community.



Key Concepts

Review: Geography



Materials Needed

Children's geographic characteristics made in Week 20



Also Promotes

Self-Regulation

Looking Ahead: Week 23, Day 5 provides opportunities for children to engage in pretend play focused on 3–4 settings of your choice where community helpers work (medical clinic, library, restaurant, farm, fire station, etc.). Decide what 3–4 work settings you intend to offer for this session, and collect tools for children to use in these settings. Examples: bandages, books, stethoscope, sponge, toy tractor, dishes, cooking tools.

BEGIN: [Arrange children sitting in a circle around a large floor rug or open area. Give each child the geographic characteristic he/she made in Week 20.]

We are learning about the characteristics of our community's geography. Last week we made different types of characteristics we can find in our community. Please look around our circle at the different things we made.

[Name the categories of geographic characteristics children made: bridges, railroad tracks, etc. If there are many different forms of water, consider combining these into one category (water) for efficiency in the activity's song singing described below.]

EXPLAIN: We will take turns placing our characteristic on the rug/floor. We can pretend the rug/floor is our community. Please take your characteristic to the place in our pretend community (rug/floor) where you think it should go. Then we will sing the song together about the characteristic.

Listen carefully as I sing the song.

[Sing the song as you hold up a geographic characteristic made by a child. Example: "A bridge in our community, community, community. A bridge in our community, yes, that's what we will find!"]

ACT: Our first characteristic is a bridge. If you made a bridge, please stand up!

Let's each place our bridge on the rug/floor. We can place our bridge wherever we would like on the rug/floor.

[Invite all children who made a bridge to place it on the rug/floor and then sit down.]

We Live in a Community

(Sing to the tune of *The Wheels on the Bus*)

We live in a community,
Community, community.
We live in a community,
And in it we will find . . .

A _____ in our community,
Community, community.

A _____ in our community,
Yes, that's what we will find!





Now let's sing our song. We can sing about a bridge in our community!

[Lead children in singing the song about a bridge in their community. Continue choosing one type of geographic characteristic made by children and inviting all children who made the specific type of characteristic to place it on the rug/floor. Sing the song using the name of the characteristic.]

RECAP: Today we sang a song about the geography of our community. We can find many things in a community!



Scaffolding Tips

Extra support ■ Although some children may prefer to put their characteristic in front of them, encourage all children to take their characteristic to a place in today's pretend community (floor/map) where they think the characteristic should be located. ■ If children have difficulty waiting for their turn, remind them that each type of characteristic will have a turn. We can sing the song together while we wait.

Enrichment ■ After children place a type of geographic characteristic in their pretend community (rug/floor), invite them to describe where the characteristic is located in their "real" community.



Center Activity

Invite children to put their geographic characteristic in the block center. Add toy cars, trucks, and people figures to extend children's play. Invite children to sing the song from today's activity as they play.



Family Child Care

Encourage children to teach their families the community song at pickup time. Invite children to sing about different geographic characteristics.

Moving Our Bodies



Physical/
Health

3–5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice jumping over an object.



Key Concepts

Review: Jump



Materials Needed

2 pieces of string (or rope)
approx. 24" long



Also Promotes

Self-Regulation

Be Prepared: Place the string or rope on the floor in parallel lines, six (or fewer) inches apart. If additional adult assistance is available, you may wish to set up two jumping stations that can be used at the same time.

BEGIN: Yesterday we practiced jumping. Remember, when we jump, our body leaves the floor (or ground) for a short time and comes down to the floor (or ground). We land on both of our feet. Let's all jump forward once and then backward once. Remember to stay in your personal space.

EXPLAIN: Today we will practice jumping over the two pieces of string that are on our floor. Each of us can try to jump over the string without our feet touching the string. We will take turns. We will jump forward.

[Point to the two lines of string.]

We can put our toes next to one of the strings and then jump forward.

[Demonstrate jumping over the string.]

ACT: *[Provide each child an opportunity to jump over the string. Provide as many turns as time permits.]*

EXPLAIN: Let's make our jumping practice a little harder. I am going to move the string farther apart. Then each of us can try to jump over both pieces of string.

ACT: *[Provide each child with an opportunity to jump. As time and interest allows, continue to move the string pieces further apart.]*

RECAP: Today we practiced jumping and landing on our feet. We practiced jumping over two pieces of string on the floor. We moved the string so we had to jump further.



Scaffolding Tips

Extra support ■ If jumping over two strings is too challenging, place one line of tape on the floor for children to jump over. As children gain skill and confidence, invite children to jump over two parallel lines of string placed close together.

Enrichment ■ For children who can easily jump over the parallel pieces of string, encourage children to jump over longer pieces of parallel string with a partner at the same time.

WEEK

21

DAY

5

Moving Our Bodies *continued*



Center Activity

For outdoor play, provide a variety of safe objects (baseball bases, jump ropes, etc.) for children to jump over individually or with a partner. Arrange the different objects into a jumping course.



Family Child Care

Create a jumping course in an outside play area. Provide an increasing difficulty level of things to jump over.

This activity is informed by the following source: Sanders, S. W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, D.C.: National Association for the Education of Young Children