



## 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 blend two initial sounds (body) with the ending sound (coda) of one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter T (Days 2–5)

123

## Mathematics

### Measuring Things

- How to compare the height and width of different items (Days 1, 5)
- How to compare the length of two items (Days 2, 5)
- How to measure things with our hands (Days 3, 5)
- How to measure things using a tool made of Unifix® cubes (Days 4–5)



## Self- Regulation

### Focusing & Remembering

- How to focus and take turns
  - *Mystery Bag* game (Day 1)
  - *Listening Bingo* (Day 2)



## Social- Emotional

### Understanding Feelings

- We can feel thankful about things we have or something someone has done or said to us (Day 3)



## Social Studies

### Exploring Where We Live

- Uniforms worn by community helpers (Day 4)
- How to compare patches and name tags on some community helper uniforms (Day 5)



## Creative Expression

### Dancing with Music

- Pretending to be different animals moving to music
  - Lion and elephant (Day 1)
  - Fish and bird (Day 2)
  - Dinosaur and swan (Day 3)



## Physical/ Health

### Staying Healthy and Safe

- A picky eater wants to eat only certain things (Day 4)
- Different types of healthy snack foods (Day 5)
- How we can try different types of healthy foods by eating small amounts (Days 4–5)



## 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 F.



## Key Concepts

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



## Materials Needed

\*Letter F 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 F card.]

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

Letter F says /f/, just like in the word "frog." /f/, /f/, frog. Let's together say /f/, /f/, frog.

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

**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 the word.
  - What does each word mean?
  - How was the word used in today's book?]

## 3–5 YEARS

## Large Group



## Skill and Goal

Measurement  
knowledge

Children will compare the height and width of different items.



## Key Concepts

**New:** Height  
Width

**Review:** Compare  
Size



## Materials Needed

Pencil  
Book  
Tissue box  
Marker  
Block



## Optional Reading

*Big and Little* by Steve  
Jenkins

**BEGIN:** Today we will begin learning about the size of things. Do you remember what size means?

**EXPLAIN:** Remember, the size of something is how big it is. We can find the size of something in different ways.

The **height** of something is how tall or short it is.

*[Point out the height of the door compared to the height of a book.]*

The door is much taller than the book. The door has more height than the book.

**ASK:** A while ago we learned about skyscrapers in big cities. Are skyscrapers really tall or really short buildings?

**EXPLAIN:** Let's think about our own height. Some of us are taller or shorter than others. We are all different heights.

*[Invite a child to stand next to you.]*

We can see that we are different heights when we stand next to each other.

**ASK:** Which one of us is taller?

**EXPLAIN:** We can compare different things to see which one is taller or which one is shorter. We just compared (child's name) height to my height. We know that when we compare things, we look for ways they are the same or different.

If one of us is taller, then the other person is shorter. When we compare the height of two things, we can say which one is taller or we can say which one is shorter.

**ACT:** When I say "Go," please find a partner and stand next to him or her. We will make sure everyone has a partner. Go!

Now I am going to ask each pair of children to tell us who is taller or who is shorter.

*[Ask each pair, one at a time, to say who is taller or who is shorter.]*

*When you have finished talking with each pair, invite children to sit down.]*

**EXPLAIN:** Another way we can find the size of something is to look at its width. The **width** of something is how wide or narrow it is.

*[Move your arms and hands far apart and then close together, but not touching, when you describe the following:]*

Some things are wide. Other things are narrow.

*[Point out the side-to-side width of a book compared to a pencil.]*

The book is wider than the pencil. The pencil is narrower than the book.

Let's compare the width of some items.

*[Display a tissue box and marker side by side.]*

Is this tissue box wider than the marker?

*[Move your finger across the tissue box and then across the marker to point out the width of each.]*

*Display a pencil and a block side by side.]*

Is this pencil narrower than this block?

*[Move your finger across the pencil and then across the block to point out the width of each.]*

If the pencil is narrower, then our block is wider. When we compare the width of two things, we can say which one is wider, or we can say which one is narrower.

This time when I say "Go," please look around the room to find one item that is wider than another item. When you find one item that is wider than another item, hold them both in your hands and tell us which item is wider.

**ACT:** *[Observe children as they look for two items of different width. Help if appropriate.]*

*Move around the room and invite each child to share what he/she found. Ask each child which item is wider (or narrower).]*

**RECAP:** Today we learned two ways to talk about the size of something. We learned the height of something is how tall or short it is. Let's all make ourselves a little taller by standing on our toes! We also learned the width of something is how wide or narrow it is. Let's stretch out our arms as wide as we can!



### Scaffolding Tips

**Extra support** ■ When you compare the widths of various items (such as book and pencil), use both hands (with pointer fingers out) to show the ends of each item. Draw attention to how your hands (pointer fingers) are closer together for one item than for the other item. ■ If children have difficulty finding something that is wider than something else, hold up two items and ask which is wider.

**Enrichment** ■ Invite children to find something in the room that is shorter than their knees.

## 123 Center Activity

Supply \*Shorter Than Me and Taller Than Me pages. Invite children to look around the room for items that are shorter and taller than they are. Ask children to draw pictures of the items on the appropriate side of the page.



\*Printables provided



## Family Child Care

Take children outside to find something that is taller than they are and something that is shorter than they are. Outdoor spaces often provide a variety of items for children to compare with their own height.

## 3–5 YEARS

## Large Group



## Skill and Goal

## Executive function

Children will understand how to focus on information to identify a mystery item. Children also will strengthen their understanding of taking turns.



## Key Concepts

**New:** Mystery



## Materials Needed

Brown paper bag  
1–3 items to hide in the bag  
Large paper  
Writing tool

**Be Prepared:** If time permits, offer *Musical Simon Says* from Week 22, 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 *Musical Simon Says* from Week 22, Day 2. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we will play a new game. This game will help us practice how to focus and to take turns. Our game is called *Mystery Bag*.

[Display bag with item secretly placed inside.]

**ASK:** What does the word mystery mean?

**EXPLAIN:** A **mystery** is something that is unknown. The game is called *Mystery Bag* because we do not know what is in the bag.

I put something in this bag. We will ask questions that will help us figure out what is in the bag. We might ask whether the mystery item is something to eat or something to play with.

We will take turns asking a question about the mystery item until someone figures out what it is.

**ASK:** Who would like to go first in thinking of a question to ask about the item in the bag?

**ACT:** [Encourage children to take turns thinking of questions that will help them figure out what is in the bag. Help them think of questions, if appropriate. Examples: “What color is it? Is it a toy animal?”]

As children learn some information about the item in the bag, write or draw pictures of what they’ve learned on a large piece of paper. Example: If they’ve learned it is a food, write the word “food” or draw a picture of a kind of food. This will help remind children of what they already know about the item. After children have guessed the first item, continue with 1–2 more items secretly placed one at a time in the bag. Make sure children who did not take a turn asking a question about a previous mystery item have an opportunity to ask a question.]

**RECAP:** Today we played a new game. The game helped us practice how to focus and how to take turns. We asked questions to help us figure out what was in the bag.





### Scaffolding Tips

**Extra support** ■ Children may need reminders about waiting patiently for their turn. Encourage children to concentrate on the answers to questions while they are waiting. Offer a gentle reminder that each child gets one question at a time. Putting children in a circle and giving each child a turn in the order of children's placement in the circle may reduce behavior management issues. ■ Some children may wish to "pass." ■ If children need extra assistance in guessing an item, give specific hints. Example: "This item is something you might find in the housekeeping center."

**Enrichment** ■ Encourage several volunteer children to take turns hiding an item in the bag and answer other children's questions about the hidden item. ■ Invite children to try to figure out different items placed in the bag.



### Center Activity

Provide brown paper bags and items to hide as children continue playing *Mystery Bag*.



### Family Child Care

Send rules home for *Mystery Bag* and encourage children to explain the game to family members at pickup time.

## 3–5 YEARS

## Large Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will move their bodies to music, pretending they are a lion and an elephant.



## Key Concepts

**New:** Composer  
Trunk



## Materials Needed

Music player

*Carnival of the Animals* CD

\*2 pictures as shown



## Also Promotes

Science

\*Printables provided

**BEGIN:** • Does all music sound the same?

[Follow-up prompt, if needed: “Does one song sound just like another song?”]

• Does all dancing look alike?

[Follow-up prompt, if needed: “Do we move our bodies in the same way each time we dance?”]

**EXPLAIN:** We know there are lots of differences in music. Songs can be loud, quiet, fast, or slow. Different types of musical instruments make different kinds of sounds.

We also know that we can dance in different ways. We can move our bodies quickly or slowly when we dance. We can take big steps or smaller steps with our feet. We can stretch our arms and move our hands in different ways when we do dance movements.

Today we will listen to some music that was written to help us think about different animals. The person who writes music is called a **composer**. The composer of the music we will listen to wants us to imagine how an animal moves and the sounds an animal makes while it moves.

[Display picture of lion.]

Let’s listen to music that was written to help us think about a lion.

**ASK:** What kinds of sounds does a lion make?  
(roar)

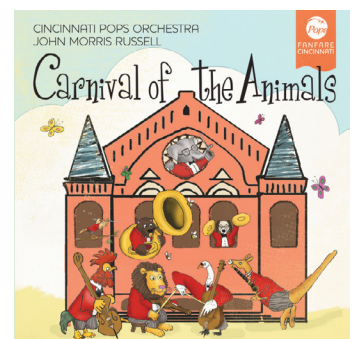
**EXPLAIN:** Maybe part of the music will sound like a lion’s roar! Let’s imagine how a lion might sound and walk when we listen to our music.

**ACT:** [Play part of Track two on the *Carnival of the Animals* CD.]

- ASK:**
- Did the music help you think about a lion?
  - How might we walk if we were a lion?  
[Invite several volunteer children to show how they might walk like a lion.]
  - How might we stretch if we were a lion?  
[Encourage children to stretch like a lion.]



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**EXPLAIN:** Let's listen to our music again and move our bodies like a lion.

If the music sounds like a lion is jumping, we can jump. If the music sounds like a lion is walking slowly, we can move our legs slowly. We can pretend we are the lion the music helps us imagine. We will dance like a lion!

We need to use the personal space around our bodies so we do not bump into each other.

**ACT:** *[Play part of Track two again on the Carnival of the Animals CD. Encourage children to move like a lion to the music.]*

*[If time and child interest permit, offer the following opportunity to move to music:]*

**EXPLAIN:** *[Display picture of elephants. Point to elephant trunks when described.]*

The composer of the music we are listening to today also wrote a song to help us think about elephants.

Maybe you have seen elephants in a movie or television show or at a zoo. Elephants have trunks. We can see the trunk of each elephant in our picture. An elephant uses its **trunk** to breathe, smell, touch, pull things, and make sounds. The trunk is at the front part of an elephant's body and can move from side to side and above the elephant's head.



Diana Robinson/flickr/(CC BY-NC-ND 2.0)

**ASK:** What parts of our own bodies could we use to pretend we have a trunk like an elephant's trunk? (arms together with hands clasped)

*[Invite children to stand and pretend they have an elephant trunk.]*

**EXPLAIN:** Let's listen to music that was written to help us think about an elephant.

**ACT:** *[Play part of Track seven on the Carnival of the Animals CD.]*

**ASK:**

- Did the music help you think about an elephant?
- How might we walk if we were an elephant?

*[Invite several volunteer children to show how they might walk like an elephant.]*

**EXPLAIN:** Let's listen to our music again and move our bodies like an elephant. Maybe the music will help us move our pretend trunks and our big legs. We can dance like an elephant!

**ACT:** *[Play part of Track seven again on the Carnival of the Animals CD. Encourage children to move like an elephant to the music.]*

# Dancing with Music *continued*



**RECAP:** Today we listened to two songs. One song sounded like a lion moving, and the other song sounded like an elephant moving. We moved like each animal to the music. We danced in different ways to music!

*[Encourage children to describe how the music helped them move like a lion or an elephant. Offer an observation to prompt children to reflect on their movements. Example: "I saw Sophie jump like a lion when the music suddenly moved fast. I saw Aaron move his pretend elephant trunk high above his head when the music hit a high note. How did the music give you ideas of how to move your body?"]*



## Scaffolding Tips

**Extra support** ■ Some children may prefer to watch rather than move to the music. ■ Offer your own demonstration of lion or elephant movements if children are reluctant to move to music.

**Enrichment** ■ When you introduce the work of a music composer, remind children there is another "c" word associated with music: a conductor. Both words begin with a similar sound. A conductor of an orchestra leads a group of people playing certain kinds of musical instruments (Self-Regulation Week 13, Day 1). ■ Invite children to take turns leading other children in moving like each animal.



## Center Activity

Place the CD player and the *Carnival of the Animals* CD in the music center. Encourage children to listen to other songs on the *Carnival of the Animals* CD and move their bodies to the music, if they wish.



## Family Child Care

Younger children in your setting may also enjoy moving to the music.



## 3–5 YEARS

## Small Group



## Skill and Goal

## Phonological awareness

## Letter knowledge

Children will blend the two initial sounds (body) with the ending sounds (coda) of one-syllable words. Children also will identify and name the letter T.



## Key Concepts

**Review:** Take turns



## Materials Needed

\*Picture cards (see Be Prepared)

Chart paper

Marker

\*Letter T card

Children's name cards

List of children's first names for display to children

\*Printables provided

**Be Prepared:** Today's activity provides an opportunity for each child to identify a word you say by emphasizing its two parts. If you anticipate a time issue, invite two children sitting next to each other to identify the word. Use picture cards for the following words in today's activity:

be-ll	du-ck	ki-te	ne-st	si-x
boo-k	fa-n	la-ke	no-se	sna-ke
bo-x	fi-sh	li-p	pa-n	su-n
ca-ke	foo-t	lo-g	pi-g	tee-th
ca-t	je-t	moo-n	poo-l	va-n
do-g	ha-t	mo-p	ru-g	ve-st
do-ll				

**BEGIN:** Today we are going to play a new game with words. Our game is called *What is the Word?* We need to use our listening ears to figure out a word I am saying.

**EXPLAIN:** [*Place picture cards in a pile face down on a table.*]

I am going to slowly say the word on each of these picture cards. Then we will figure out the word I am saying. I will say two parts of each word. We can figure out the word by putting the two parts together. Each of us will have a turn to try to figure out a word. Let's try our first word together.

**ACT:** [*Secretly look at the first picture (hat). Place the picture face down in front of children. Blend the two initial sounds (body) and ending sounds (coda: everything after the vowel) of the word while enunciating each part clearly. Pause briefly between the two parts.*]

The first word is "ha-t." I will say it again: "ha-t."

What is the word?

We have the word "hat" when we put "ha" and "t" together.

[*Turn over the card to reveal the picture.*]

Now we will each have a turn to figure out a word. I will place a card upside-down in front of you and say the two parts of the word. Then you try to figure out the word I am saying. The rest of us need to be quiet so the person figuring out the word can concentrate.

[*One at a time, say the two parts of a word—body and coda—and encourage each child to figure out the word.*]

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

*[Display letter T card.]*

**ASK:** Does anyone know the name of this letter?

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

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

This is an uppercase T.

We can also write the letter T like this.

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

This is a lowercase t.

We are learning how to take turns. We know that we do things one at a time when we take turns. We take turns at center time, outside time, and when we use the bathroom.

“Take turns” is two words. Both words begin with the letter t. I will write the words “take turns” on our chart. I am going to write “take turns” with a lowercase (small letter) t.

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

Let’s all say the words “take turns.”

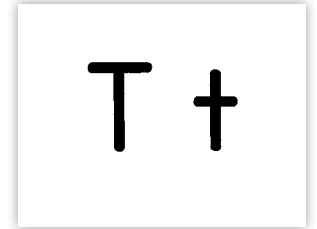
*[Invite a volunteer child to point to the letter t in the words “take turns.”]*

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

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

*If a child indicates there is a letter T 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 t that appears somewhere else in a child’s name.]*





**RECAP:** Today we played a game called *What is the Word?* We listened to two parts of a word and figured out the word.

We also learned about the letter T. What words begin with the letter t? (take turns)



### Scaffolding Tips

**Extra support** ■ Offer a second demonstration of blending two parts of a word if it seems your demonstration of blending “ha-t” was not sufficient for children. ■ Blend the body and coda of a word several times to help children figure out the word.

**Enrichment** ■ Invite children to determine several one-syllable color words by blending the body and coda of each word. Examples: bla-ck, re-d, gree-n, whi-te.



### Center Activity

Provide \*picture cards used in today’s activity. Encourage children to sort cards by final sound (coda).

\*Printables provided



### Family Child Care

During lunch or snack time, blend the body and coda of several one-syllable food items and encourage children to figure out the words. Examples: frui-t, brea-d, chee-se, jui-ce.

## 3-5 YEARS

## Small Group



## Skill and Goal

Measurement  
knowledge

Children will compare the length of two items.



## Key Concepts

**New:** Length

**Review:** Size  
Height  
Width



## Materials Needed

Classroom items of various lengths (crayons, paper, paper clips, books, pencils, scissors, glue sticks, etc.)

Basket

**Be Prepared:** Place a crayon and piece of paper side by side on the table. The first segment of the activity involves children sitting around the table. Place all items for today's activity in the basket for the game offered in the second segment.

**BEGIN:** We are learning different ways to look at the size of things. We know that size means how big something is.

*[Lead children in moving parts of their bodies as described below.]*

Yesterday we stood on our toes to make ourselves a little taller. We know that the word height means how tall or short something is. Let's bend our knees to make ourselves shorter!

Yesterday we stretched out our arms as wide as we could. We know the word width means how wide or narrow something is. Let's make ourselves narrower by putting our arms close to the sides of our body.



**EXPLAIN:** Today we are going to talk about length. The **length** of something is how long it is. Length is a way to look at the size of something.

Please look at the two items on our table.

**ASK:** Which item is longer than the other? (paper is longer than crayon)

**EXPLAIN:** *[Demonstrate the comparison described below.]*

We can also compare each of the items on our table to one of my hands. I am going to lay my hand flat on the table to find out if the piece of paper is longer than my hand.

- ASK:**
- Which is longer, my hand or the piece of paper?
  - If I compare my hand to the crayon, which one will be longer? (hand)

**EXPLAIN:** *[Demonstrate the comparison described below.]*

I am putting my hand flat on the table next to the crayon. My hand is longer than the crayon.

**ACT:** *[Display basket of all items.]*

Let's play a game to see which of two things is longer. We will form two groups to play our game. A person from each group will take a turn

choosing something from our basket. There are many things of different sizes in the basket.

After a person from each group chooses an item, our two players will compare their items to see which item is longer.

*[Invite children to form two groups of equal or nearly equal numbers. Invite a child from each group to choose an item from the basket. Then invite both children to compare chosen items and determine which item is longer. Return the items to the basket. Continue until all children have had a turn.]*

**RECAP:** Today we learned another way to talk about the size of something. We learned the length of something is how long it is. We compared two different things at a time to find out which item was longer. What things did we compare?

*[Encourage children to identify items in the pairs used for comparing lengths. Examples: piece of paper and crayon; your hand and crayon; your hand and piece of paper.]*



### Scaffolding Tips

**Extra support** ■ As children compare pairs of items, help them line up the two items so a careful comparison is easier to make. Putting the items on the table is suggested.

**Enrichment** ■ If children use the table for comparing items in the game, ask children how using the table helps us find out which item is longer. (provides a flat place for helping things stay in the same place—not move around—while comparing) ■ Name two items in the classroom and ask children which item they think is longer without directly comparing the two. How can they tell by just looking?

### 123 Center Activity

Supply six-inch by one-inch strips of paper. Invite children to draw a caterpillar on the strip of paper. Encourage children to compare the size of other items in the room to their “caterpillar” and determine which is longer.



### Family Child Care

Children in mixed-age groups will have different sizes of hands. Invite school-age children to compare their hand with a younger child’s hand. Ask children to say which hand is longer.



## 3–5 YEARS

## Large Group



## Skill and Goal

**Executive function**

Children will understand how to focus to identify a sound. Children also will strengthen their understanding of taking turns.



## Key Concepts

**Review:** Focus



## Materials Needed

Audio recording (see Be Prepared)

*General Sound Effects* CD (see Be Prepared)

**Be Prepared:** Before the activity, use an audio recorder to record sounds from around your home or classroom. Examples: toilet flushing, dog barking, person laughing, washing machine running. Record at least the same number of sounds as you have children in your classroom. If you are unable to record sounds from around your home or classroom, you may wish to use the *General Sound Effects* CD used in Language/Literacy Week 1, Day 1.

If time permits, offer *Mystery Bag* from Week 24, 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 *Mystery Bag* from Week 24, Day 1. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we will play a new game called *Listening Bingo*. The game will help us practice how to focus and how to take turns. What does it mean to focus? (to concentrate on something)

**ASK:** What part of our body do you think we will use for this game? (ears)

**EXPLAIN:** I have recorded some sounds. We play this game by listening very carefully to each of the sounds I've recorded. We will try to figure out what each sound is.

**ACT:** [Play the audio recording, pausing after each sound while children take turns trying to figure out the source of the sound. Be sure to remind children to sit quietly and raise their hand if they think they know the sound. Each child gets one chance to try to figure out a sound. Ask questions that include cues to help children think carefully about each sound. Examples:

- *In what room of a house might you hear this sound?*
- *Have you ever heard this sound when you were outside?*
- *Is this a sound you might hear at our center?*

*Continue until each child has had a chance to guess a sound.]*

**RECAP:** Today we played a new game called *Listening Bingo*. The game helped us practice how to focus and how to take turns. We focused on each sound in order to figure out what it was. Were any of the sounds hard to figure out?





### Scaffolding Tips

**Extra support** ■ Children may need reminders about waiting patiently for their turn. Encourage children to concentrate on the sounds while they are waiting. Offer a gentle reminder that each child gets one guess at a time. Putting children in a circle and giving each child a turn in the order of children's placement in the circle may reduce behavior management issues. ■ Some children may wish to "pass." ■ Positively acknowledge each child's guess. Example: "That was a good guess about the sound. Let's see what the next child thinks the sound may be." ■ If children need extra assistance in figuring out an item or sound, give specific hints. Example: "This sound can be heard in the kitchen of a home."

**Enrichment** ■ Invite several volunteer children to make animal sounds and ask the other children to guess the animal. ■ Invite children to try to figure out different sounds you may have available.



### Center Activity

Invite children to make sounds of things they may hear at home as a continuation of *Listening Bingo*. Encourage other children to figure out what the sounds might be. Example: A child may make a sound like a ringing phone.



### Family Child Care

Send rules home for *Listening Bingo* and encourage children to explain the game to family members at pickup time.

WEEK  
24

DAY  
2

# Dancing with Music

Creative  
Expression

3-5 YEARS

Large Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will move their bodies to music, pretending they are a fish and a bird.



## Key Concepts

Review: Composer



## Materials Needed

Music player

*Carnival of the Animals* CD

\*2 pictures as shown



## Also Promotes

Science

\*Printables provided

**BEGIN:** Yesterday we moved our bodies to music. One song was written to help us think about a lion. Another song was written to help us think about an elephant.

Today let's listen to two different songs. The composer of the first song wants us to think about fish. Remember, a composer is a person who writes music.

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

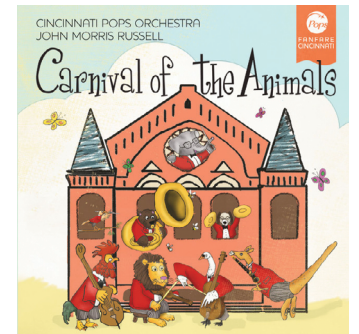
Look at the fish swimming in the water. I wonder what kind of music a composer would write to help us think about a fish swimming.

- ASK:**
- Do you think music about a fish will be quiet or loud? Why?
  - Do you think music about a fish will be fast or slow? Why?



**ACT:** [*Play part of Track eight on the Carnival of the Animals CD.*]

- ASK:**
- Did the music help you think about a fish swimming in the water?
  - How might we swim if we were a fish?  
[*Invite several volunteer children to show how they might swim like a fish.*]
  - How might we move our tail if we were a fish?  
[*Encourage children to move their hand(s) like a fish tail behind their backs.*]



**EXPLAIN:** Let's listen to our music again and move our bodies like fish swimming in the water.

If the music sounds like a fish is swimming fast, we can pretend to swim fast. If the music sounds like a fish swimming slowly, we can pretend to swim slowly. We can pretend we are the fish the music helps us imagine. We will dance like fish!

We need to use the personal space around our bodies so we do not bump into each other.



**ACT:** [Play part of Track eight again on the *Carnival of the Animals* CD. Encourage children to move like a fish swimming to the music.]

*If time and child interest permit, offer the following opportunity to move to music:]*

**EXPLAIN:** [Display picture of birds flying. Point to the birds' wings when described.]

The composer of the music we are listening to today also wrote a song to help us think about birds flying.



Maybe you have seen birds flying outside. Birds have wings that help them fly. We can see the moving wings of the birds in our picture. Some birds move their wings fast when they fly, and some birds move their wings slowly when they fly.

**ASK:** What parts of our own bodies could we use to pretend we have wings like a bird? (arms)

*[Invite children to stand and pretend they have wings like a bird.]*

**EXPLAIN:** Let's listen to music that was written to help us think about flying birds.

**ACT:** [Play part of Track 12 on the *Carnival of the Animals* CD.]

**ASK:**

- Did the music help you think about birds flying?
- How might we fly if we were a bird?

*[Invite several volunteer children to show how they fly like a bird.]*

**EXPLAIN:** Let's listen to our music again and move our bodies like a bird flying. Maybe the music will help us move our pretend wings. We can dance like a bird!

**ACT:** [Play part of Track 12 again on the *Carnival of the Animals* CD. Encourage children to move like a bird to the music.]

**RECAP:** Today we listened to two songs. One song sounded like a fish swimming, and the other song sounded like birds flying. We moved like each animal to the music. We danced to music!

*[Encourage children to describe how the music helped them move like a fish or bird. Offer an observation to prompt children to reflect on their movements. Example: "I saw Shriyya swim quickly like a fish when the music suddenly moved fast. I saw Abel move his pretend wings high above his head when the music hit a high note. How did the music give you ideas of how to move your body?"]*

WEEK

24

DAY

2

# Dancing with Music *continued*



## Scaffolding Tips

**Extra support** ■ Some children may prefer to watch rather than move to the music. ■ Offer your own demonstration of fish or bird movements if children are reluctant to move to the music.  
■ Invite children to listen to the music for a few minutes and sway or gently move their body before attempting to get up and move with their whole body.

**Enrichment** ■ Invite children to take turns leading other children in moving like each animal.



## Center Activity

Place the CD player and the *Carnival of the Animals* CD in the music center. Encourage children to listen to other songs on the *Carnival of the Animals* CD and move their bodies to the music, if they wish.



## Family Child Care

Supply a variety of stuffed or toy animals. Encourage children to choose an animal and move like they think the animal would move. Children may also wish to compose a song that represents the animal. Example: A child may wish to beat a drum to represent the pounding feet of a zebra running.



## 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 T.



## Key Concepts

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

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



## Materials Needed

\*Letter T 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 T card.]

What is the name of this letter?

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

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

**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

## Measurement knowledge

Children will understand that we count (assign numerical values) when we measure something.



## Key Concepts

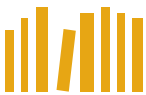
**New:** Measure

**Review:** Length



## Materials Needed

Classroom table (see activity plan)



## Optional Reading

*Ants Rule: The Long and Short of It* by Bob Barner

**BEGIN:** Let's count to 20 as we march in place! We will count once each time our foot touches the floor.

*[Lead children in counting to 20 while marching in place. Emphasize one step for each number.]*

**EXPLAIN:** We know that people and things come in different sizes. People and things can be taller, shorter, wider, narrower, or longer than other people and things.

Today we will measure the size of some different things. We **measure** something to find out its size. We can measure the height of something, the width of something, and the length of something.

Today we will use our hands to measure the length of something. We know that length means how long something is.

**ACT:** *[Use a table that is no longer than 5–10 of your hands. Sit next to the table so all children can watch your hand actions.]*

Please watch me use my hands to measure the length of this table. I am going to count each time I put a hand on the table. I want to know how many hands I can put in a line on the table. Please count with me.



*[Demonstrate by laying one hand on the edge of the table and putting your other hand at the fingertips of your hand on the table. Move your hands across the table, fingertips to palm, as you count together how many "hands long" the table is.]*

**ASK:** How many hands did we count?

**EXPLAIN:** The table is \_\_\_ hands long. I put a hand on the table \_\_\_ times. I put my hands on the edge (side) of the table, one at a time. The table is as long as \_\_\_ of my hands.

Now let's measure the table again using someone else's hands.

**ACT:** *[Invite a child to measure the table with his/her hands. Encourage children to count along. Help as appropriate.]*

- ASK:**
- How many hands did we count with (child's name) hands?
  - How many hands did we count with my hands?
  - Why was the number of hands different for each person? (different sized hands)

**EXPLAIN:** Our hands are different sizes. If your hand is a different size than your neighbor's hand, then each of you will have a different number of hands for the length of the table.

**ACT:** Please look at the size of my hand and the size of someone else's hand.

*[Hold up your hand next to (beside) a volunteer child's hand.]*

**EXPLAIN:** My hand is bigger than (child's) hand.

Let's each measure one or two items in our classroom with our hands. Remember to place one hand after the other hand, and to count the number of hands you put on the item. Counting will tell you how many "hands long" something is.

**ACT:** *[Items that may be especially beneficial for children to measure with their hands include: a bookshelf, small rug, seat of a chair. Observe children as they measure items in the room with their hands. Help as appropriate. Encourage children to count as they measure. How many "hands long" was the item?]*

*After all children have measured one or two items, invite them to join you again in a group.]*

**ASK:** What did you measure? How many hands long was it?

*[Emphasize the number of "hands long" when discussing length of items measured.]*

**RECAP:** Today we practiced measuring things with our hands. Remember, we measure something to find out its size. We count when we measure something. We used our hands to find out how many "hands long" something was.



### Scaffolding Tips

**Extra support** ■ Some children may want your help in placing their hands one after the other on an item.

**Enrichment** ■ When you compare the size of your hand to the size of a volunteer child's hand, ask children whose hand would go on the table more times (more "hands long"). ■ Encourage children to measure the height of something in the room, such as a chair or table leg or bookshelf. Ask children to discuss why we would call this "hands tall" rather than "hands long."

### 123 Center Activity

Invite children to measure things in the room with the shoes on their feet. Examples: rug, bottom edge of a bookshelf, length of butcher paper. Shoes should not be removed. Demonstrate how to put one foot in front of the other to measure how many "feet long" something is.



WEEK  
**24**

DAY  
**3**

# Measuring Things *continued*



## Family Child Care

Take children to the park to continue measuring. Encourage children to measure parts of playground equipment and benches to see how many “hands long” they are.

WEEK  
24

DAY  
3

# Understanding Feelings



3-5 YEARS

Large Group



## Skill and Goal

### Emotion Knowledge

Children will understand what it means to feel thankful.



## Key Concepts

**New:** Thankful

**Review:** Emotion



## Materials Needed

*The Way I Feel* by Janan Cain

\*Our Feelings poster



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** We are learning about emotions. We know that an emotion is the way we feel inside. Today we will talk about an emotion called thankful. What do you think it means to be thankful?

*[Encourage children to think about and describe what it means to be thankful.]*

**EXPLAIN:** We can feel **thankful** about things we have or something someone has done or said to us. We can feel thankful if someone says something like “you are a great helper!” We can feel thankful when someone does something like let us play with a toy we really like. We can feel thankful for a friend moving over so we can sit next to him/her. We can feel thankful when someone shares a crayon with us.

I am thankful for my family and friends and for the food I eat. There are many things we can be thankful for.

A polite way to tell someone you are thankful is to say “thank you.” Let me show you what it looks like to be thankful.

*[Pretend to drop a book. Enlist another adult to pick the book up and hand it to you.]*

Thank you for picking up my book for me! I am thankful you could help me.

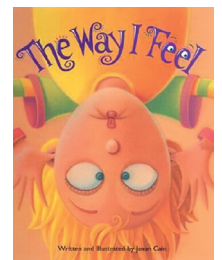
**ACT:** Let’s find out what our book, *The Way I Feel*, says about feeling thankful.

*[Read the page in the book about being thankful.]*

The boy in the book is thankful because his dad fixed his truck. What do you notice about the boy’s face? (smiling, happy) We feel good inside when we are thankful.

**EXPLAIN:** Let’s take a look at the child who is feeling thankful on our poster.

*[Point to the child on the poster who is feeling thankful.]*



# Understanding Feelings *continued*



- ASK:**
- Why do you think this girl might be feeling thankful? (someone gave her an apple)

*[Follow-up prompt, if needed: "The girl is holding an apple. Do you think the apple might be part of why she is feeling thankful? How?"]*

- What makes you feel thankful?

*[Invite children to share things they are thankful for.]*

**RECAP:** Today we learned what it means to be thankful. We can be thankful for many things.



## Scaffolding Tips

**Extra support** ■ Point out times a child may feel thankful for something in your classroom.

Examples: "Maryann, I see you are happy that you have a new hat. I bet you feel thankful for your new hat!" "Simon, I see that you are helping Zach clean up the blocks! I bet Zach is thankful you are helping!"

**Enrichment** ■ Encourage children to describe something they have done that may have made another person feel thankful.



## Center Activity

Provide puppets. Invite children to use the puppets to act out something that happened to them that made them thankful. Example: A family member helped them feel better when they were sick by making them soup or singing to them.



## Family Child Care

Encourage children a pickup time to ask a family member what he/she is thankful for.

WEEK  
24

DAY  
3

# Dancing with Music

Creative  
Expression

3-5 YEARS

Large Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will move their bodies to music, pretending they are a dinosaur and a swan.



## Key Concepts

**New:** Dinosaurs  
Choreographer  
Swan

**Review:** Composer



## Materials Needed

CD player

*Carnival of the Animals* CD

\*2 pictures as shown



## Also Promotes

Science

\*Printables provided

**BEGIN:** This week we are listening and moving to music that was written to remind us of different animals. We have moved our bodies like a lion, elephant, fish, and bird.

**EXPLAIN:** We know that music can be fast or slow. Today we will listen to music that will help us think about two different animals.

The composer of the music wants us to imagine how the animals move. We know that a composer is a person who writes music.

Let's practice moving fast and slow.

**ACT:** [*Invite children to stand and move their feet while standing in place.*]

- Please show us how you move your feet quickly.
- Please show us how you move your feet slowly.

**EXPLAIN:** [*Display picture of dinosaur fossil.*]

These are the bones of a dinosaur.

**Dinosaurs** were animals that lived on land a very long time ago. Let's listen to music that was written to help us think about how dinosaurs moved.



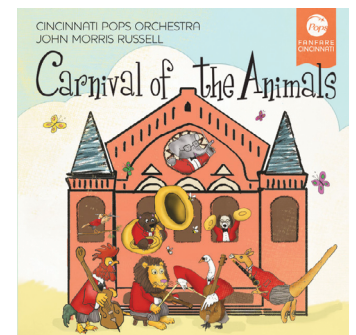
Connie Ma/wikimedia/(CC BY-SA 2.0)

[*Play part of Track 13 on the Carnival of the Animals CD.*]

**ASK:** Did the music move fast or slow?

**EXPLAIN:** A **choreographer** creates dance movements. We know that when we move our body or part of our body from one place to another place it is called a movement.

I wonder what kind of a dance a choreographer would create for people who are pretending to move like a big dinosaur. Let's look at the big dinosaur with long legs and a big head and think about what kind of dance we could do.



- ASK:**
- What do you think this dinosaur did with its long legs? (ran)
  - Would we move slowly or quickly in a dance about a dinosaur moving?

# Dancing with Music<sup>continued</sup>



**EXPLAIN:** Let's listen to our music again and move our bodies like a dinosaur.

If the music sounds like a dinosaur is running, we can move our legs quickly. If the music sounds like a dinosaur is walking, we can move our legs slowly. We can pretend we are the dinosaur the music helps us imagine. We will dance like a dinosaur!

We need to use the personal space around our bodies so we do not bump into each other.

**ACT:** *[Play part of Track 13 again on the Carnival of the Animals CD. Encourage children to move like a dinosaur to the music.]*

*If time and child interest permit, offer the following opportunity to move to music:]*

**EXPLAIN:** *[Display picture of a swan. Point to the body of the swan when described.]*

This is a swan. A **swan** is a bird with a long neck that is usually white. Maybe you have seen swans in a movie or television show or on a lake. A swan uses its feet and body to slowly swim through the water.



**ASK:** What parts of our own bodies could we use to pretend we are a swan slowly swimming in the water? (feet and legs moving slowly)

*[Invite children to stand and pretend they are a swan in the water.]*

**EXPLAIN:** Let's listen to music that was written to help us think about a swan swimming in the water.

**ACT:** *[Play part of Track 14 on the Carnival of the Animals CD.]*

**ASK:**

- Did the music help you think about a swan swimming?
- What kind of dance movements might a choreographer create for a song about a swan?

**EXPLAIN:** Let's listen to our music again and move our bodies like a swan. We can dance like a swan!

**ACT:** *[Play part of Track 14 again on the Carnival of the Animals CD. Encourage children to move like a swan to the music.]*

**EXPLAIN:** The dinosaur song was fast so we moved our bodies fast. The swan song was slow so we moved our bodies slowly.

# Dancing with Music *continued*



**RECAP:** Today we listened to two songs. One song sounded like a dinosaur moving and the other song sounded like a swan moving. We moved like each animal to the music. We danced to music!

*[Encourage children to describe how the music helped them move like a dinosaur or swan. Offer an observation to prompt children to reflect on their movements. Example: "I saw Adrian move his legs fast, like a dinosaur running, when the music moved fast. I saw Malia move her body slowly as she pretended to swim slowly like a swan. How did the music give you ideas of how to move your body?"]*



## Scaffolding Tips

**Extra support** ■ Some children may prefer to watch rather than move to the music. ■ Offer your own demonstration of dinosaur or swan movements if children are reluctant to move to the music.

■ Invite children to listen to the song for a few minutes and clap their hands with the tempo of the music before attempting to get up and move to the tempo with their whole body.

**Enrichment** ■ Ask children to think of another animal that might move fast (rabbit, snake) or slow (turtle, worm). Invite children to move like the animal they named during the fast and slow music.



## Center Activity

Place the CD player and the *Carnival of the Animals* CD in the music center. Encourage children to listen to other songs on the *Carnival of the Animals* CD and move their bodies to the music, if they wish.



## Family Child Care

Sing and play music with different tempos for all children at different times of the day. Talk with children about how the music might make them want to move fast or slow.



## 3–5 YEARS

## Large Group



## Skill and Goal

## Phonological awareness

## Letter knowledge

Children will blend the two initial sounds (body) with the ending sounds (coda) of one-syllable words. Children also will understand the name and sound of the letter T.



## Key Concepts

**Review:** Riddle



## Materials Needed

- \*Word riddles provided at end of activity plan
- Chart paper
- \*Letter T card
- \*4 letter T 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:** On Day 2 we played a game called *What is the Word?* We listened carefully to two parts of a word and then figured out the word.

**EXPLAIN:** Today we will play the game by using riddles instead of picture cards. Remember, a riddle is a fun way to ask a question. I will say a riddle and then say the two parts of the word. Then we will work with a partner to try to figure out the word. Let me show you.

**ACT:** This is something on our face we can use to smell things. The two parts of the word are “no-se.” What is the word?

It is a nose. We solved the riddle!

Now we will sit next to our partner and take turns. We know that the words “take turns” begin with the letter T!

[Arrange children so they are sitting next to a partner.]

If it isn't your turn but you know the answer to the riddle, show a big smile instead of saying the answer out loud!

[One pair at a time, say a riddle before saying the two parts of the word. Pause briefly between the two parts (body and coda). Provide quiet time and encourage the pair of children to discuss the riddle and solve it together by figuring out the word. Then say the word by blending its two parts. Continue until each pair has a chance to solve a riddle.]

**EXPLAIN:** Let's learn more about the letter T.

[Display letter T card.]

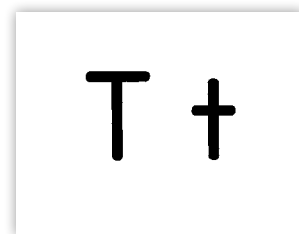
If a child(ren) whose name begins with the letter T was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter T when you say the name.]

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

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

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

[If a child has the letter t somewhere else in his/her name, point to the name and to the letter t on the list of children's first names so all children can see the name and the letter t.]



**ASK:** What are our words that begin with the letter T? (take turns)

**EXPLAIN:** We took turns when we played our game today!

**ACT:** The letter T says /t/, just like at the beginning of the words “take turns.” /t/, /t/, take turns. Let’s say that together: /t/, /t/, take turns.

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



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*[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 table. The letter t 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 T and write them on our chart. Remember, the letter T says /t/, /t/.

*[Help children by suggesting other words that begin with t. Examples: turtle, ten, two, touch.]*

*Invite one or more volunteer children to find the letter t 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 T on your chart paper.]*

We use two lines to make an uppercase T. We begin by making a straight line up and then another line across.

*[Give each child his/her letter journal.]*

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

**RECAP:** Today we played our *What is the Word?* game again. We solved a riddle by listening carefully to the two parts of a word.

We also learned that the letter T says /t/, just like at the beginning of the words “take turns.” We made the uppercase (big) letter T in our letter journal. Let’s say together the sound the letter T makes (/t/).



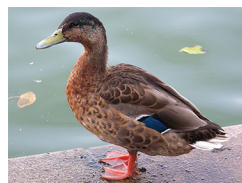
 Scaffolding Tips

**Extra support** ■ Repeat the two parts of a word if a child seems uncertain about the word. Provide extra support by focusing on the two parts of the word, not the riddle. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

**Enrichment** ■ Try the *What is the Word?* game using riddles with children's names. Example: "I am thinking of a person with brown hair. The name is Ma-tt. Who am I thinking of?" ■ Some children may be interested in your demonstrating and describing how to make a lowercase t. Example: "A lowercase t is made with a straight line down and then a straight line across."

 Center Activity

Provide one-syllable \*animal picture cards. Encourage children to sort cards by coda (ending sounds: everything after the vowel).



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\*Printables provided

 Family Child Care

Sing "Old MacDonald Had a Farm" by using the two parts (body and coda) of one-syllable animal names. Examples: pi-g, shee-p, goa-t, ca-t, do-g, goo-se.



## Word Riddles

- duck      This animal waddles and says "Quack, quack, quack."  
The two parts of the word are "du-ck." What is the word?
- hat      You can wear this on your head.  
The two parts of the word are "ha-t." What is the word? (hat)
- cat      This animal says "meow" and looks like its parents when it is born.  
The two parts of the word are "ca-t." What is the word?
- six      This number comes after the number five.  
The two parts of the word are "si-x." What is the word?
- tooth    This is hard, white, and is in your mouth.  
The two parts of the word are "too-th." What is the word?
- cake     You might eat this on a special occasion.  
The two parts of the word are "ca-ke." What is the word?
- doll     When you play with this toy, you might change its clothes.  
The two parts of the word are "do-ll." What is the word?
- sun      This shines brightly in the sky and helps plants to grow.  
The two parts of the word are "su-n." What is the word?
- pig      This animal looks like its parents when it is born and says "Oink, oink, oink."  
The two parts of the word are "pi-g." What is the word?
- book     This has a title and an author. It is fun to read!  
The two parts of the word are "boo-k." What is the word?
- foot     You can wear a sock and shoe on this.  
The two parts of the word are "foo-t." What is the word?
- bell     This can ring and rhymes with "shell."  
The two parts of the word are "be-ll." What is the word?

## 3–5 YEARS

## Small Group



## Skill and Goal

Measurement  
knowledge

Children will count (assign numerical values) when they measure the length and/or height of several different items.



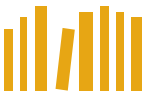
## Key Concepts

**Review:** Measure  
Tool  
Length  
Height



## Materials Needed

Items to measure that are shorter than 10 cubes  
Basket  
Unifix® cubes—10 per child (see Be Prepared)



## Optional Reading

*Biggest, Strongest, Fastest*  
by Steve Jenkins

**Be Prepared:** The activity takes place at a table. Put items children can measure in the basket in the middle of the table. Give each child 10 Unifix® cubes for connecting into a measuring tool (stick). Connect 10 cubes into a measuring tool you can use for demonstration. If you anticipate it will be too challenging for children to count each of the cubes when connected, use fewer than 10 cubes per child. Another option is to provide an equal number of cubes of two different colors for each child so an ABAB pattern can be used in connecting 10 cubes; a measuring tool with alternating cube colors may be easier to count.

**BEGIN:** We are learning how to measure things. Remember, we measure something to find out its size. What did we use yesterday to measure the length of our table and some other things? (our hands)

**EXPLAIN:** There are different ways we can measure the size of something. Today we will measure the size of items with Unifix® cubes. Each of us will put our cubes together to make a measuring tool. We know that a tool is something that can help us do something. The tool we make today will help us measure things.

*[Display the measuring tool you prepared.]*

This is what a measuring tool will look like after the cubes are connected. Let's each make a measuring tool by snapping together our cubes.

**ACT:** *[Demonstrate and lead children in connecting their 10 cubes. Count aloud each cube as you connect it to another cube to help children see the tool consists of 10 cubes. Example: one cube, two cubes, three cubes, etc. Help as necessary. Invite children to place their measuring tool on the table.]*

**EXPLAIN:** We count when we measure things. Our counting tells us how big something is. Yesterday we found out how many hands we could put on our table and on some other things in our classroom.

Today we will count cubes on our measuring tool to find out how big something is. We will find out if something is "two cubes long" or if something else is "three cubes tall." We will use our tools to measure length and height. We know that length means how long something is.

**ASK:** What does height mean? (how tall or short something is)

**EXPLAIN:** I will show you how we can use our connected cubes as a measuring tool.

- *[Choose and say the name of an item from the basket. Place the item flat on the table so all children can see it.]*

- Put the end of your measuring tool at one end of the item chosen from the basket. Point to and count cubes on your tool beginning at the end that is next to the end of the item. Stop counting cubes when you reach the end of the item.
- Explain that when we get to the end of the item we are measuring, we stop at the cube that is closest to the end of the item.
- Explain that (*item you selected from the basket*) is \_\_\_ cubes long. Count cubes aloud again while pointing to each. Emphasize the last cube counted. Repeat that the item is \_\_\_ cubes long.
- Repeat the measuring demonstration with an item from the basket that can stand up on the table. Explain that you are measuring height. Hold your measuring tool next to the standing item and count cubes beginning at the bottom. Encourage children to count with you. Emphasize that the item is \_\_\_ cubes tall.

**ACT:** Now each of us can choose one item from our basket. Please choose any item you'd like and measure it by counting the cubes on your tool. When you have finished measuring your item, tell us how many cubes it is.

*[Encourage children to touch and count each cube. You may need to remind children to stop counting cubes when they get to the end of the item they are measuring. Help if necessary, keeping in mind that children will concentrate better if there is not a lot of talk. After all children are done measuring, invite them to say how many cubes long or tall their item is. Continue as time allows.]*

**RECAP:** Today we practiced measuring with a tool made of Unifix® cubes. We snapped the cubes together and measured the size of each item by counting cubes. We found out how many cubes tall and how many cubes long things are.



### Scaffolding Tips

**Extra support** ■ Instead of using connected cubes, demonstrate and lead children in measuring an item by adding (snapping together) cubes until the collection of cubes reaches the end of the item being measured. Encourage children to count each cube as it is added (or snapped) to others.

**Enrichment** ■ Encourage children to measure the width of an item with their connected cubes. Remind children that width means how wide or narrow something is. ■ Invite children to use their measuring tool to find out the height, width, and length of one item with straight lines, such as a book.

WEEK

24

DAY

4

# Measuring Things *continued*

123  
Mathematics

## 123 Center Activity

Provide several different-sized \*caterpillar cutouts and Unifix® cubes. Invite children to measure caterpillar cutouts with the cubes.

\*Printables provided



## Family Child Care

Invite school-age children to measure longer or taller items with items, such as straws. Children can find out, for example, that a table leg is “six straws tall.” Encourage younger children to count as school-age children determine how long or tall something is.



## 3–5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social environments

Children will understand some kinds of uniforms worn by community helpers.



## Key Concepts

**New:** Uniform



## Materials Needed

Uniforms (see Be Prepared)

**Be Prepared:** If you were not able to secure a job uniform for today's session (see Week 22, Day 4), show and discuss pictures of uniformed helpers included in the Week 22, Day 5 session. Uniforms will also be used in Week 25.

**BEGIN:** We are learning about the jobs done by some helpers in our community. Today we will talk about the uniforms worn by some helpers.

**EXPLAIN:** Many helpers wear a uniform. A **uniform** is clothing worn by members of the same group. Many people wear uniforms. In some schools, children wear the same type of clothes. In some restaurants, workers wear the same type of shirt or vest. These are types of uniforms.

A uniform worn by community helpers lets people know who they are. If we see someone wearing a police uniform, we know the person is a police officer.

Today we will look at some uniforms we might see community helpers wearing.

**ACT:** [*Display available uniforms. Invite children to touch and compare the uniforms. Guide discussion of uniforms by asking questions, such as the following:*]

- How are the uniforms the same or different in color?
- How does the clothing feel? (stiff, soft, heavy, light, etc.)
- Are the sleeves the same length?
- Are there parts of the uniform that look or feel different? (patches, belts, covers, etc.)

[*If possible, invite children to try on different parts of the uniforms and describe how they feel. Encourage exploration of different types of uniforms as time permits.*]

**RECAP:** Today we looked at and felt different kinds of uniforms worn by community helpers. What is your favorite part of a uniform?



### Scaffolding Tips

**Extra support** ■ Explain that a vest is clothing worn over a shirt. A vest does not have sleeves.

■ Encourage children to compare the uniforms to items they might wear. Example: "This uniform has boots. Do you wear boots? Are your boots the same as these?"

**Enrichment** ■ Invite children to describe uniforms their family member(s) might wear and how the uniforms shown in today's session are similar or different.



### Center Activity

If possible, provide the uniforms for children to look at and touch more closely. Also, provide \*13 pictures of community helpers used in Week 23, Day 4. Encourage children to sort pictures based on community helper uniforms. Example: Community helper uniforms with hats or helmets are placed in one pile, and community helper uniforms without hats or helmets are placed in a separate pile.

\*Printables provided



### Family Child Care

If family members are wearing some type of uniform when they pick up their child for the day, ask the family member(s) to describe the uniform he/she is wearing.

WEEK  
24

DAY  
4

# Staying Healthy and Safe



3-5 YEARS

Large Group



## Skill and Goal

### Good Health Practices

Children will understand what it means to be a picky eater.



## Key Concepts

**New:** Picky eater  
Revolting

**Review:** Disgusted



## Materials Needed

*Gregory, the Terrible Eater*  
by Mitchell Sharmat

\*5 pictures as shown  
(from Week 20, Day 4)



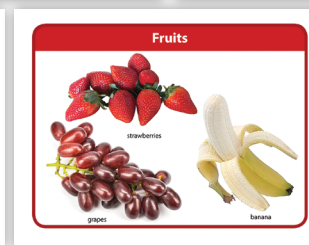
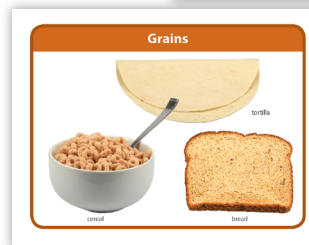
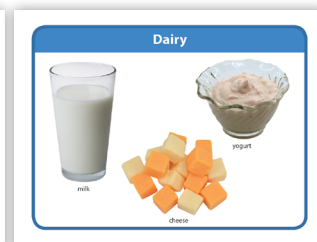
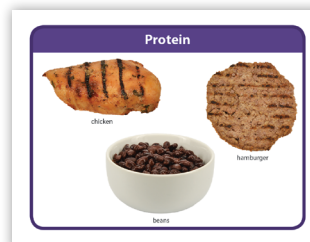
## Also Promotes

Language/Literacy

**BEGIN:** We are learning about healthy foods to eat. We know it is important to eat different kinds of healthy foods.

**ACT:** Here are pictures of some of the healthy foods we have talked about.

*[Display the five pictures of different groups of foods, one at a time. For each picture, ask children if they remember the names of some of the foods. Point to and repeat the name of food items identified by children. It is not necessary to review each of the foods shown in each picture.]*



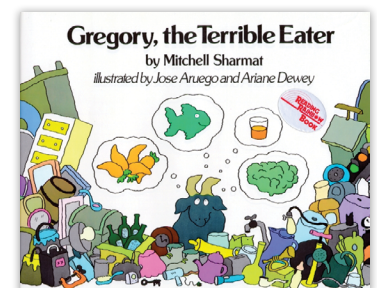
**ASK:** What do you think it means to be a picky eater?

**EXPLAIN:** A **picky eater** wants to eat only certain things. A picky eater does not want to eat or try other kinds of food. You may remember our story about Frances. She wanted to eat only bread and jam. Frances was a picky eater until she realized it is important to eat different kinds of healthy foods.

Today we will read a story about a goat who was a picky eater. His name is Gregory. At the beginning of our story, Gregory wanted to eat only certain kinds of food. Gregory's parents wanted him to eat things that goats eat. Goats like to eat cans, shoes, magazines, boxes, clothes, and old tires. Gregory did not want to eat goat food. Gregory's mom and dad thought Gregory was a terrible eater.

*[Display book cover. Point to items in the illustration as described below.]*

The title of our book is *Gregory, the Terrible Eater*. It was written by Mitchell Sharmat.







Let's look at the cover of our book. Here is Gregory, in the center of our cover.

- ASK:**
- What is sitting in front of Gregory? (bottles, cans, containers)
  - There are small pictures above Gregory's head. These pictures tell us what Gregory was thinking about. What are some of the things shown in these pictures? (carrots, fish, a green vegetable)

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

**ASK:** How was Gregory a picky eater at the beginning of our story? (he wanted to eat only healthy food that people eat; he did not want to eat things that goats eat)

**EXPLAIN:** At the beginning of our story, Gregory said that the food goats eat is revolting. **Revolting** means something is disgusting. We know that disgusted is a word that says how we feel. We can feel disgusted when we see something that we think is gross. Gregory thought goat food was disgusting.

- ASK:**
- Was Gregory a picky eater at the end of our story? (no)
  - What kinds of things was Gregory eating at the end of our story? (everything: goat food and people food)

**EXPLAIN:** Gregory started eating small amounts of goat food. He liked what he ate. Then he ate some other things that goats like to eat. He liked eating those things too. He kept eating more and more things that goats eat. He even ate a sewing basket and necktie! These were things in his house that his parents did want him to eat.

**RECAP:** Gregory helped us understand what it means to be a picky eater. Gregory also helped us learn what we can do to eat things we might not want to eat. If there are healthy things we do not want to eat, we can try eating a small amount of the healthy food. We might decide we like the food and want to eat more and different healthy things.



### Scaffolding Tips

**Extra support** ■ Children may be unfamiliar with a clothes hamper. Explain that a clothes hamper is a large basket or container for storing clothes. ■ At the beginning of the story, Gregory's parents thought Gregory was eating junk food. Explain that this is a funny part of our story because the junk food Gregory liked to eat was healthy food for people to eat. ■ You may wish to review the meaning of disgusted (Social-Emotional Week 18, Day 3).

**Enrichment** ■ At one point in our story, Gregory ate too much food (see p. 21). Encourage children to talk about whether we can eat too much of food that is healthy for us to eat.

WEEK

24

DAY

4

# Staying Healthy and Safe *continued*



## Center Activity

Provide table or floor puzzles with food themes.



## Family Child Care

Encourage children to create lists (with words or pictures) of “What I Eat” and “What Gregory Eats.” Children can go around your home to look at the types of things Gregory would eat (as a goat) and what they would eat (as people). Examples: oatmeal and jump rope; grapes and empty can. Encourage children to share their lists with each other and with their families.

WEEK  
24

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 T.



## Key Concepts

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

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



## Materials Needed

\*Letter T 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 T card.]

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

Letter T says /t/, just like in "take turns." /t/, /t/, take turns. Let's together say /t/, /t/, take turns.

**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

24

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****Measurement knowledge**

Children will strengthen their understanding of how to measure the height, length, and width of different items, including how we count (assign numerical values) when we measure items.

**Key Concepts**

**Review:** Size  
Height  
Width  
Length  
Measure

**Materials Needed**

Unifix® cubes—10 per pair of children (see Be Prepared)  
Book  
Pencil  
Toy  
Glue stick

**Optional Reading**

*Inch by Inch* by Leo Lionni

**Be Prepared:** Prepare one measuring tool by connecting 10 cubes for each pair of children (one tool for every two children) plus yourself. Use fewer cubes if you anticipate counting 10 cubes will be too challenging for children. (Children's experiences with the measuring tools yesterday will be informative.) If time permits, engage pairs of children in putting together their own measuring tool (using the Day 4 procedure) in the later segment of today's activity instead of preparing connected cubes in advance.

**BEGIN:** We are learning how to measure the size of different things. What does size mean? (how big something is)

**EXPLAIN:** We know how to compare our height to the height of someone else or to something around us. Height means how tall or how short something is.

We can compare our own height (how tall we are) to some things in our classroom.

**ACT:** *[Invite several volunteer children to find things in the room that are taller or shorter than they are. Encourage children to stand next to the items as they compare.]*

**EXPLAIN:** We can also compare the width of items. Remember, the width of something is how wide or narrow it is from side to side.

*[Display a book, pencil, toy, and glue stick. Compare items as described below. Move your finger across each item to demonstrate the width of each.]*

**ASK:**

- Which item is wider, the pencil or the toy?
- Which item is narrower, the book or the glue stick?

**EXPLAIN:** We know how to use our hands to measure things. The number of "hands long" of something might be different for each person because our hands are different sizes.

We measured a table in our room and compared the number of "hands long" it was with my hands, and the number of "hands long" it was with (child's name) hands.

Let's measure a different table today. First let's see how many "hands long" the table is when I measure it with my hands.

*[Measure the table by laying your hand on the edge of the table and putting your other hand at the fingertips of your hand on the table. Move your hands along the table, fingertips to palm, as you count each hand. Then say how many "hands long" the table is.]*

Now let's see how many "hands long" it is with someone else's hands.

**ACT:** *[Measure the table again with a volunteer child placing his/her hands on the edge of the table and moving his/her hands along the table to measure the table. Encourage children to count as the child moves his/her hands.]*

- ASK:**
- How many “hands long” was the table with (child’s name) hands?
  - How many “hands long” was the table with my hands?

**EXPLAIN:** The number of hands was different because our hands are different sizes.

*[Display a measuring tool made of connected cubes.]*

This week we used Unifix® cubes to make a measuring tool. We counted cubes to find out the length and height of some items in our classroom.

Let’s each work with a partner to use a measuring tool made from connected cubes. The tool can be used to measure two different things in our classroom. Each person in a team can pick one thing to measure with their partner. Pick things that are shorter than your measuring tool. Remember to count the number of cubes when you put the measuring tool next to the item you are measuring. We can talk later about the size of things you measured.

**ACT:** *[Facilitate children’s use of the measuring tool with a partner. Emphasize selecting items that are shorter than the measuring tool. Reminders about counting each cube may be appropriate. Encourage children to remember the number of cubes they count.]*

**RECAP:** *[Invite volunteer pairs of children to say what items they measured and how many “cubes long” or “cubes tall” or “cubes wide” they were.]*



### Scaffolding Tips

**Extra support** ■ Ask another adult to help you monitor children’s experiences in using a measuring tool with a partner. Some pairs may need help in counting cubes and/or selecting items to measure (remember, each member of a pair can select one of the two items to measure).

**Enrichment** ■ Encourage pairs of children to predict how many cubes their selected item will measure (in length, height, or width) before actually measuring the item. Were their predictions close to the number of cubes measured? ■ A pair of children may wish to measure the height, width, and length of a single item.

WEEK

24

DAY

5

# Measuring Things *continued*

123  
Mathematics

## 123 Center Activity

Provide a basket of items that are 5–10 Unifix® cubes in size. Invite children to measure items in the basket with a Unifix® cube measuring tool made from 10 connected Unifix® cubes. Encourage children to place together items that are the same number of “cubes long” or “cubes tall.”

## Family Child Care

Invite children to measure each other using a common household item, such as a large wooden spoon. Keep track of the measurement of each child and compare who is taller or shorter based on the measurement. Emphasize the number of “spoons tall.”



## 3–5 YEARS

## Large Group



## Skill and Goal

## Knowledge of social environments

Children will understand purposes of a patch worn on a uniform.



## Key Concepts

**New:** Patch

**Review:** Uniform



## Materials Needed

Patches (see Be Prepared)

Name tag (see Be Prepared)



## Optional Reading

*Home Again* by Dorinda Silver Williams

**Be Prepared:** Display on a table the patches you were able to collect (requested Week 22, Day 4). Use the name tag you or other staff at your center wear as an example of a name tag.

**BEGIN:** Yesterday we looked at uniforms worn by different community helpers. Remember, a uniform is clothing worn by members of the same group. Which uniform was your favorite?

**EXPLAIN:** Some community helpers have a patch on their uniforms. A **patch** is a badge that people earn. Some people have more than one patch on their uniform.

*[If possible, display and describe a patch from your collection as you describe patch purposes below. Also, if patches in your collection provide an example of some other purpose of a patch, share this information with children.]*

A patch can tell us different things. Some patches tell us about the job someone does. Some patches say the name of the community where someone works. Some patches tell us about special things someone has done.

A patch is different from a tag or badge that tells us someone's name. Many people wear a name tag when they work. A name tag tells people who is helping them. Usually a patch does not have someone's name.

*[Display and describe a name tag. Ask children whether they have noticed a name tag on people who work at a restaurant or other place in the community. Compare the name tag to a patch that does not have someone's name.]*

**ACT:** *[Invite children to hold and describe the patches. Use questions, such as the following, to encourage children to look closely at the patches:]*

- How are the patches the same?
- How are they different?
- Have you ever seen patches like these?

**RECAP:** Today we learned that some community helpers have patches on their uniforms. We looked at some patches from different uniforms and compared them. Which patch was your favorite?





### Scaffolding Tips

**Extra support** ■ As children look at and describe the patches, point out letters children may know and explain that words can sometimes be found on patches.

**Enrichment** ■ Invite children to describe patches they have seen a parent or family member wear. Some children may be familiar with scouting badges worn by some older children.



### Center Activity

Supply patches used in today's activity for children to investigate. Invite children to match or sort patches that are the same or similar.



### Family Child Care

Invite children to draw patches or cut out patch shapes from paper. Encourage them to color the patches. Also, if family members are wearing a uniform with patches when they pick up their child for the day, ask the family member(s) to describe the patches he/she is wearing.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Good Health Practices

Children will be familiar with some healthy snack foods and the benefit of trying different healthy snack foods by eating small amounts.



## Key Concepts

**Review:** Picky eater  
Revolting

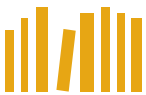


## Materials Needed

\*1 picture as shown

*Gregory, the Terrible Eater*  
by Mitchell Sharmat (see  
Extra Support tip)

\*Printables provided



## Optional Reading

*Growing Vegetable Soup*  
by Lois Ehler

**Be Prepared:** A segment of today's activity pertains to snack foods that are not healthy. An accepting, matter-of-fact approach is appropriate for this discussion. Some children may regularly eat some of the snack foods identified as not healthy. It is important for children to understand that some snack foods are not healthy, and some places (such as your center) and families infrequently or never provide snacks that are unhealthy.

**BEGIN:** We are learning about food that helps us keep our bodies strong and healthy. Today let's talk about things we eat for a snack. We eat a snack every day at our center. You probably eat snack food at home too.

[Display picture.]

Here is a picture of some snack foods that are healthy for us to eat.



- ASK:**
- What types of food do we see in this picture? (apple slices, grapes, yogurt, cheese cubes, carrots, celery)
  - Which of these snack foods have you eaten?
  - There are many other kinds of healthy snack foods. What do we eat for a snack at our center?

**EXPLAIN:** Some types of snack food are not healthy. They have a lot of things like sugar, salt, or fat that do not help our bodies stay strong. A candy bar has a lot of sugar and fat. A candy bar is not a healthy snack food.

**ASK:** What are some other snack foods that are not healthy for us to eat? (potato chips, soft drinks, donuts, cookies)

**EXPLAIN:** Yesterday we read a story about a goat named Gregory. At the beginning of our story he was a picky eater. He would eat only healthy food for people. He would not eat things that goats eat.

**ASK:** What does it mean to be a picky eater? (a person who eats certain things only; does not try to eat other types of food)

**EXPLAIN:** Remember, Gregory's parents wanted Gregory to eat things that goats eat. But Gregory said goat food is revolting. We know the word revolting means something is disgusting. By the end of our story, Gregory liked to eat goat food and people food. Gregory started to eat goat food slowly. He ate one small amount of goat food and decided he liked it. Then he ate a small amount of a different type of goat food,

and he liked it. Soon Gregory was eating all kinds of goat food. And he also kept eating people food.

I want to tell you about Beth. She is a picky eater of snack food. She eats only carrots for a snack. Beth says that other healthy snack foods are disgusting. She will not eat grapes or cheese or celery sticks or anything else. She wants to eat only carrots for her snack.

**ASK:** What could we do to help Beth try eating other kinds of healthy snack foods?

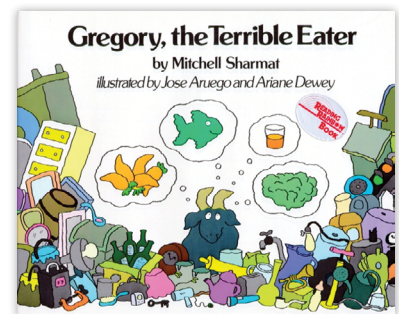
*[Follow-up prompt, if needed: "Gregory learned to like goat food by eating small amounts of different goat food. He liked the food and started eating many different types of goat food. How could we use this idea to help Beth try different healthy snack foods?"]*

**RECAP:** Today we talked about healthy snack foods and how we can try different types of healthy foods by eating small amounts. Have you ever tried eating a small amount of a healthy food you thought you would not like? What happened?

### Scaffolding Tips

**Extra support** ■ In your summary of the story about Gregory, display key pages of yesterday's book if it seems children would benefit from a visual reminder of the story.

**Enrichment** ■ Invite children to tell which snack items in the picture are dairy foods (cheese cubes, yogurt), vegetables (carrots, celery sticks), and fruits (apple slices, grapes). ■ In the discussion of a candy bar, explain to children that eating too much sugar can cause cavities in our teeth. Remind children that a cavity is a little hole in a tooth (Physical/Health Week 11, Day 5).



### Center Activity

In the housekeeping center, provide props for children to prepare and serve healthy snack foods. Encourage children to choose their healthy food options by suggesting they prepare and serve morning and afternoon snacks for two consecutive days of the week, such as today and tomorrow (totaling four different snacks).

WEEK

24

DAY

5

# Staying Healthy and Safe *continued*



## Family Child Care

Provide an opportunity for children to make a nutritious snack for themselves. Use preschool-friendly cookbooks, such as *Pretend Soup* by Mollie Katzen and Ann Henderson. If there is sufficient planning time, invite children to select a recipe.