



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 sounds (coda) of one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter W (Days 2–5)

123

Mathematics

Measuring Things

- Practicing measuring items with our hands and comparing our measurements (Day 1)
- How to measure and compare items with a ruler (Days 2–5)



Self- Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
 - *Music Marks* game (Day 1)
 - *Musical Simon Says* game (Day 2)



Social- Emotional

Understanding Feelings

- Reviewing emotions (Day 3)
- Identifying how people feel by looking at their face and body (Day 3)
- Identifying reasons why people feel certain emotions (Day 3)



Social Studies

Exploring Where We Live

- How community helpers use different parts of their uniforms (Day 4)
- Identifying jobs people do based on different kinds of uniforms they wear (Day 5)



Creative Expression

Creating Dance

- Creating dance movements using our arms (Day 1)
- Creating dance movements using our legs (Day 2)
- Putting arm and leg dance movements together (Day 3)



Physical/ Health

Staying Healthy and Safe

- Making a pretend pizza with five types of healthy foods (Day 4)
- Identifying foods in the five types of healthy foods (Day 5)

WEEK
25

DAY
1

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

- *Letter T 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 T card.]

The words "take turns" begin with this letter.
What is the name of this letter?

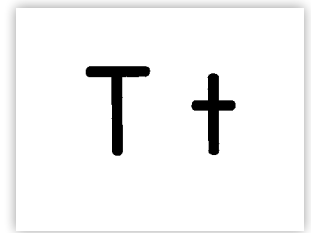
Letter T says /t/, just like in the words "take turns." /t/, /t/, take turns. Let's together say /t/, /t/, take turns.

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

EXPLAIN: Now let's read a book!

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

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



WEEK

25

DAY

1

Understanding Words *continued*



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

3–5 YEARS

Large Group



Skill and Goal

Measurement knowledge

Children will strengthen their understanding that we count (assign numerical values) when we measure something.



Key Concepts

Review: Measure
Size



Materials Needed

None

BEGIN: Last week we measured some things with our hands and with cubes. What does it mean to measure? (to find the size of something)

We learned the size of things by counting the number of “hands long” and the number of cubes. Things were different sizes.

ACT: Today we are going to measure a shelf with our hands. First I will measure the shelf with my hands. Let’s see how many hands long the shelf is from one side to the other. I am going to count each time I put a hand on the shelf. I want to know how many hands I can put in a line on the shelf. Please count with me.

[Demonstrate by laying one hand on the edge of the top of the shelf and putting your other hand at the fingertips of your hand on the shelf. Move your hands across the shelf, fingertips to palm, as you count together how many “hands long” the shelf is. Invite children to join you in counting each hand as you move your hands across the shelf.]



ASK: How many hands did we count?

EXPLAIN: The shelf is ___ hands long! I put a hand on the shelf ___ times. I put my hands on the edge (side) of the shelf, one at a time. The shelf is as long as ___ of my hands.

Now let’s measure the shelf again by using someone else’s hands.

ACT: *[Invite a child to measure the shelf with his/her hand. 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: Remember, 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 shelf.

Let’s measure something else with our hands!

ACT: *[Demonstrate with your hands how to measure another item in your room (rug, chair, etc.). Use the same procedure as described above. Invite a different child volunteer to measure the item with his/her hands after your demonstration.]*

RECAP: Today we practiced measuring. We used our hands to measure a shelf and a _____. What happened when we measured with my hands and then someone else's hands? (the number of "hands long" was different) Why was the number of "hands long" different? (our hands are different sizes)



Scaffolding Tips

Extra support ■ To emphasize size differences in hands, ask children to compare their hand to their neighbor's hand.

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")?

123 Center Activity

Invite children to measure items with their hands in the block center.



Family Child Care

Invite pairs of children to use their hands to measure items in your home and compare their measurements. Are the number of hands the same or different?

WEEK
25

DAY
1

Focusing & Remembering



3–5 YEARS

Large Group



Skill and Goal

Executive function

Children will understand how to modify their actions in response to aural cues.



Key Concepts

New: Quickly



Materials Needed

Chart paper
Marker
Construction paper—1 per child
Crayons—1 per child
Music with both fast and slow tempos (see Be Prepared)

Be Prepared: Suggested music with fast and slow tempos for this game: *Big Fun* CD by Greg and Steve. This CD contains several songs that include both fast and slow tempos within the same song.

If time permits, offer *Listening Bingo* from Week 24, 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 *Listening Bingo* from Week 24, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game with music called *Music Marks*. We will draw marks on a piece of paper while we listen to music. When the music moves quickly, we will draw quickly. **Quickly** means fast. When the music moves slowly, we will draw slowly.

Let me show you first.

ACT: [Play a small excerpt from the music that demonstrates both a slow and a fast tempo. Point out to children which music segment is slow and which is fast. Then draw a continuous line or scribbles on chart paper, depending on the tempo of the music. When the tempo is slow, draw smooth, straighter lines in a slow manner. When the tempo is fast, draw quick scribbles in a faster manner.]

EXPLAIN: Now we will try it together. As we draw, we will listen carefully to the music. When the music moves slowly, we will move our marker/crayon in a slow motion to draw our line. When the music moves quickly, we will move our marker/crayon in a fast motion to make scribbles. Let's try to keep our marker/crayon on the paper the entire time we draw.

ACT: [Play the music. Observe as children draw marks. Discuss the tempo of the music and how it gets fast in different parts. Encourage children to continue for about one minute, and then discuss their marks by asking the following questions:]

- Where on your paper did the music begin to move slowly?
- Where on your paper did the music begin to move quickly?
- How can you tell? (smooth, straighter lines compared to quick scribbles)

[If time permits, play the game again.]

RECAP: Today we played a game with music. What did we do when the music played during the *Music Marks* game?

WEEK

25

DAY

1

Focusing & Remembering *continued*



Scaffolding Tips

Extra support ■ Model how to modify your drawing as the music is played, if necessary.

Enrichment ■ Invite children to sing a song (in place of the recorded music) while making music marks. ■ Invite children to try a rule change for *Music Marks*: Encourage children to draw bubbles (circles) when the music moves slowly and squares when the music moves quickly.



Center Activity

Provide different types of music as children continue making music marks.



Family Child Care

Invite children to tell family members about the *Music Marks* game at pickup time. Encourage families to try them at home.

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

WEEK
25

DAY
1

Creating Dance



3–5 YEARS

Large Group



Skill and Goal

Skills that support creative expression

Children will create dance movements using their arms.



Key Concepts

Review: Choreographer



Materials Needed

Music player

My First Classical Music Album CD



Also Promotes

Physical/Health

Self-Regulation

Be Prepared: Arrange children in their personal spaces so they do not unintentionally hit each other while moving their arms.

BEGIN: We are learning some different ways to dance. We know that the person who creates dance movements is called a choreographer. Let's together say that big word: chor-e-o-gra-pher.

This week we can be choreographers. Each of us will make up dance movements with our bodies. We will be creative in making up dance movements. Each of us can imagine and try different types of dance movements.

EXPLAIN: Today each of us will create dance movements using one part of our body. We will use our arms to dance. We will make up arm movements.

ACT: Let's practice some movements we can make with our arms.

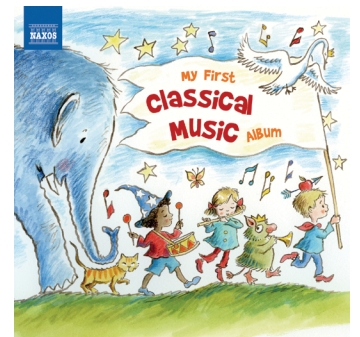
[Demonstrate and encourage children to try the movements listed below. Move your arms in ways that will be simple for children to try. For each movement, demonstrate and draw children's attention to several different ways to move your arms. Example: extend your arms fully forward and also partially forward.]

- Let's try moving our arms forward.
- Let's try moving our arms backward.
- Let's try stretching our arms to the sides of our bodies.
- Now let's try bending our arms (at the elbow, up and down when in front of and at the sides of body).
- Let's try to move our arms in circles at the sides of our bodies (large, small circles).

EXPLAIN: We can put our different movements together to create a dance with our arms.

[Describe and demonstrate putting several movements together. Example: "We can move our arms forward and then backward and then stretch our arms to our side while making circles."]

Now I will play some music, and we can create a dance using only our arms. Remember to stay in your personal space. Our dance does not need to look like anyone else's dance.



WEEK

25

DAY

1

Creating Dance *continued*



ACT: [Play part of Track six on the *My First Classical Music Album CD*. Encourage children to join in dancing with their arms.]

RECAP: Today we created some dance movements using our arms only. What was it like to dance with your arms only?



Scaffolding Tips

Extra support ■ Limit the number of movements you invite children to try if children appear confused or begin to get inappropriately excited. ■ Suggest that children move one arm only if moving two arms seems too challenging. ■ In addition to describing and demonstrating how different movements can be put together, invite children to try combining some different movements prior to playing the music. ■ If children seem uncertain about what to do when the music plays, suggest and demonstrate some simple options.

Enrichment ■ If time permits, invite children to dance with their arms using slower and faster movements. Demonstrate slower and faster movements, and then play Track 12 on the *My First Classical Music Album CD*.



Center Activity

Provide a music player, music, and props, such as ribbons and scarves, that children can use to enhance dance movements they create with their arms.



Family Child Care

If you have access to the Internet, invite children to watch a dance performance of individuals in wheelchairs. Encourage children to watch and discuss how the dancers move using their bodies while staying seated in their chairs.



3–5 YEARS

Small Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will blend the two initial sounds (body) with the ending sound (coda) of hat and cat. Children also will identify and name the letter W.



Key Concepts

New: Hat

Review: Weight



Materials Needed

The Cat in the Hat by Dr. Seuss

*Letter W card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to read a book called *The Cat in the Hat*. The author and illustrator of the book is Dr. Seuss. A **hat** is something we wear on our head.

[Display book cover.]

ASK:

- What do you think our book might be about?
- What letters do you know on the front cover of our book?

EXPLAIN: Let's look at the title of our book.

[Read title again as you point to each word.]

I am going to say the two parts of one of the words in the title of our book. We can figure out the word by putting the two parts together.

Listen carefully as I say the two parts of the word: ca-t. I will say it again: ca-t.

ASK: What is the word?

EXPLAIN: Yes! We have the word "cat" when we put "ca" and "t" together.

ACT: [As you read the book, highlight the two parts of the words "cat" and "hat"—ca-t, ha-t—each time they occur. Pause briefly between the first part (body) and the /t/ sound (coda). Example: "We looked! And we saw him! The Ca-t in the Ha-t!" Encourage children to figure out the word by putting the two parts together.]

EXPLAIN: We heard the words "ca-t" and "ha-t" many times in our book. We said the two parts together to figure out the word!

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

[Display letter W card.]

ASK: Does anyone know the name of this letter?

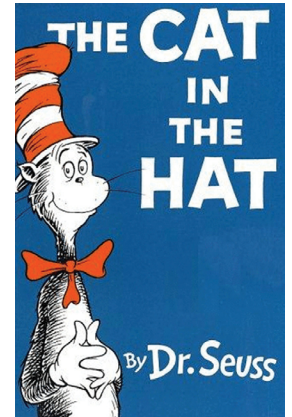
ACT: This is the letter W. We can write the letter W in two ways. We can write the letter W like this.

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

This is an uppercase W.

We can also write the letter W like this.

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





This is a lowercase w.

We know that the word “weight” means how heavy something is. We can shift our weight from one leg to the other leg.

[Demonstrate shifting your weight from one leg to the other leg.]

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

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

Let’s all say the word “weight.”

[Invite a volunteer child to point to the letter w in the word “weight.”]

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

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

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

RECAP: Today we read the book *The Cat in the Hat*. We listened to the two parts of the words ca-t and ha-t. When we put the two parts together, we can figure out the word.

We also learned about the letter W. What word begins with the letter w? (weight)



Scaffolding Tips

Extra support ■ As you read the book, encourage children to repeat the two parts of the words “ca-t” and “ha-t” each time you say them.

Enrichment ■ Say in two parts other words in the book with the second sound /t/. Examples: sa-t, ma-t.

WEEK
25

DAY
2

Understanding Letters *continued*



Center Activity

Provide the book used in today's activity and *picture cards of a cat and hat. Encourage children to say the two parts of the words as they retell the story. Example: "We looked! And we saw him! The Ca-t in the Ha-t!"

*Printables provided



Family Child Care

Invite school-age children to read to younger children the book used in today's activity. Encourage all children to say the two parts of the words "ca-t" and "ha-t" as they read or listen to the book.

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

3–5 YEARS

Small Group



Skill and Goal

Measurement
knowledge

Children will understand how to measure items with a ruler.



Key Concepts

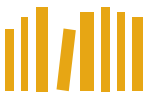
New: Ruler

Review: Length
Height



Materials Needed

3–4 types of 12-inch rulers (plastic, wood, metal)



Optional Reading

Measuring Penny (Rise and Shine) by Loreen Leedy

BEGIN: Yesterday we used our hands to measure things in our room. We know that if our hand is a different size than our neighbor's hand, each of us will have a different number of hands for the size of something.

EXPLAIN: There is a tool people can use to measure how long or tall something is. The tool is called a ruler.

[Display 3–4 different types of rulers.]

We use a **ruler** to measure the length and height of things. Remember, length is how long something is and height is how tall something is.

- ASK:**
- Have you ever seen someone use a ruler?
 - How was the ruler used?

EXPLAIN: Most rulers are the same size. The rulers we just looked at are made of different things. But they are the same size.

[Display the lengths of the rulers by holding them together at their ends.]

ASK: Are our hands the same size?

EXPLAIN: Rulers are a better way to measure things because most rulers are the same size.

Let's measure a table with a ruler. We measure with a ruler the same way we measured with our hands. We line up the ruler with the edge of the item we are going to measure. Then we put our finger at the end of the ruler to mark where we will place the ruler again.

I will show you how to measure something with a ruler.

ACT: *[Demonstrate by laying the ruler on the edge of the table and putting your finger at the end of the ruler to mark where the ruler should be placed again. Move the ruler across the table. Line up the end of the ruler with your finger each time. Count together how many "rulers long" the table is. Invite children to join you in counting each ruler length as you move the ruler across the table.]*

ASK: How many rulers did we count?

EXPLAIN: The table is ___ rulers long! I put a ruler on the table end to end ___ times. The table is as long as ___ rulers.

ASK: Do you think the table will be the same number of rulers long if someone else measures it?



ACT: Let's try it and see!

[Invite a volunteer child to use the ruler to measure the table. Help the child as he/she follows the procedure described above.]

ASK: How many rulers did we count when (child's name) used the ruler to measure the table?

EXPLAIN: (Child's name) put a ruler on the table end to end ___ times. The table was still ___ rulers long! Rulers are better than our hands for finding the size of something because most rulers are the same size.

RECAP: Today we learned that a ruler is a tool we can use to measure how long and how tall something is. We practiced finding how many "rulers long" the table is.

Let's take a closer look at some rulers.

[Distribute rulers for children to touch and see up close.]



Scaffolding Tips

Extra support ■ When marking the end of the ruler with your finger, explain that your finger is placed where the ruler ends each time, so that you know where the next ruler should begin.

Enrichment ■ Invite small sets of children to look more closely at types of rulers (metal, wood, plastic) by putting them next to each other on a table. This arrangement emphasizes comparison of length. Ask: "What is the same about the rulers?" If children spontaneously note the numerals on rulers, encourage them to line up the numbers on two adjacent rulers. ■ Share with children that sometimes when we measure with a ruler, our ruler doesn't end up exactly at the end of the item.

123 Center Activity

Supply several rulers. Encourage children to work in pairs as they manipulate rulers while practicing how to measure large items in the room. Children may wish to take turns placing their finger at the end of the ruler to mark where the ruler should be placed again.



Family Child Care

Invite school-age children to use rulers to measure large items outdoors. Encourage younger children to join older children in counting aloud the number of "rulers long" something is.

WEEK
25

DAY
2

Focusing & Remembering



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will remember actions that correspond to specific sounds.



Key Concepts

Review: Practice



Materials Needed

3 musical instruments (rhythm sticks, cymbals, triangle)

Bell, drum (see Enrichment tip)

Be Prepared: If time permits, offer *Music Marks* from Week 25, 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 *Music Marks* from Week 25, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game that we've played before. It is a game played with music, and it is called *Musical Simon Says*. Who remembers what we do during this game?

EXPLAIN: We will use three musical instruments to play this game. We will use rhythm sticks, cymbals, and a triangle. Let's listen to the sound of each instrument first.

[Play each instrument, one at a time, and describe its sound. Example: "A triangle makes a 'ting, ting' sound."]

Each time I play one of the instruments, we are going to move our bodies in a certain way. When I stop playing an instrument, we will freeze and stop moving our bodies. Let's practice with the rhythm sticks first. Remember, when we practice, we do something many times so we can get better at it. Let's wiggle our knees when we hear the rhythm sticks.

ACT: *[Play the rhythm sticks for several seconds as children practice wiggling their knees.]*

Now let's clap our hands when we hear the cymbals.

[Play the cymbals for several seconds as children practice clapping their hands.]

Our last instrument is the triangle. Let's tap our knees when we hear the triangle.

[Play the triangle for several seconds as children practice tapping their knees.]

Great job moving parts of your body in different ways! Now when I play each instrument, we'll move our bodies the way we practiced.

- What will we do when we hear the rhythm sticks? (wiggle our knees)
- What will we do when we hear the cymbals? (clap our hands)
- What will we do when we hear the triangle?(tap our knees)

Let's try it!



[Play each instrument for several seconds as children move their bodies in the intended ways. As children become more accustomed to the movement associated with the sound of each instrument, play each instrument for a shorter period of time.]

RECAP: Today we played a game we've played before. What did we do when we heard the musical instruments during the *Musical Simon Says* game?



Scaffolding Tips

Extra support ■ Say each action as you play the instrument for children who need additional help with memory. Example: As you play the cymbals, say "clap your hands."

Enrichment ■ Invite three children to take turns playing one of the instruments as the other children move their bodies. In addition, encourage children to freeze when you stop playing each instrument. ■ Try mixing up instrument sounds. Example: Play the cymbals first, then the rhythm sticks, then the rhythm sticks again, then the triangle. ■ Invite children to try another rule change for *Musical Simon Says*: Invite children to jump up and down when a bell is played, stomp their feet when a drum is played, wiggle their hips when a triangle is played, and clap their hands when cymbals are played. Encourage children to stop when each instrument is stopped.



Center Activity

Provide several different musical instruments and encourage children to continue playing *Musical Simon Says*.



Family Child Care

Invite children to tell family members about the *Musical Simon Says* game at pickup time. Encourage families to try it at home. If you do not have musical instruments, use items from your home. Examples: hitting a plastic bowl with a wooden spoon, tapping two spoons together, banging two small boxes together.

WEEK
25

DAY
2

Creating Dance



3–5 YEARS

Large/Small Group



Skill and Goal

Skills that support creative expression

Children will create dance movements using their legs.



Key Concepts

Review: Choreographer
Creative



Materials Needed

Music player
My First Classical Music Album CD



Also Promotes

Physical/Health
Self-Regulation

Be Prepared: Arrange children in their personal spaces so they do not unintentionally hit each other while moving their legs.

BEGIN: Yesterday we were choreographers. Each of us created dance movements with one part of our body. What part of our body did we use for our dance movements? (arms)

Today we will again be choreographers. We will create dance movements using our legs only. Each of us can imagine and try different types of dance movements. Remember, being creative means we use an idea to make or do something new.

ACT: Let's practice some dance movements we can make with our legs.

[*Demonstrate and encourage children to try the following movements:*]

- Let's move our legs forward, one at a time.
- Let's move our legs backward, one at a time.
- Let's bend our legs at the knee.
- Let's move our legs to the side of our body, one at a time.

EXPLAIN: We can put our different movements together to create a dance with our legs. Remember, today we are creating dance movements with our legs only.

[*Describe and demonstrate putting several leg movements together. Example: "We can move a leg forward and then backward and then move our leg to the side of our body."*]

Now I will play some music, and we can create a dance using only our legs. Remember to stay in your personal space. Our dance does not need to look like anyone else's dance.

ACT: [*Play part of Track six on the My First Classical Music Album CD. Demonstrate and encourage children to join in dancing with their legs.*]

RECAP: Today we created some dance movements using our legs only. What was it like to dance with your legs only?





Scaffolding Tips

Extra support ■ Limit the number of movements you invite children to try if children appear confused or begin to get inappropriately excited. ■ In addition to describing and demonstrating how different leg movements can be put together, invite children to try combining some different movements prior to playing the music. ■ During the dance segment of the activity, you may need to remind children to try to move their legs only. ■ If children seem uncertain about what to do when the music plays, suggest and demonstrate some simple options.

Enrichment ■ Suggest children slide (rather than lift) their leg when they move it forward, backward, and/or to the side. ■ If children have good balancing skills, suggest they stand on one leg and move their opposite leg in a small circle. ■ If time permits, invite children to dance with their legs using slower and faster movements. You may wish to demonstrate slower and faster leg movements. Play music, such as Track 12, on the *My First Classical Music Album* CD.



Center Activity

Provide a music player, music, and small bells for children to wear around their ankles, if available. Encourage children to create leg movements that sometimes (but not always) make a bell ring.



Family Child Care

If you have access to the Internet, invite children to watch an Irish dance performance. Encourage children to watch and discuss how the dancers move using their legs while holding the rest of their bodies still.

WEEK
25

DAY
3

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter W 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 W card.]

What is the name of this letter?

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

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

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

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

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

WEEK

25

DAY

3

Understanding Words *continued*



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

3–5 YEARS

Large Group



Skill and Goal

Measurement
knowledge

Children will understand the measurement concepts of foot and inch.



Key Concepts

New: Foot
Inch

Review: Ruler

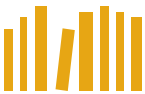


Materials Needed

1 12-inch ruler per child

*Ruler template (see Be Prepared)

Masking tape



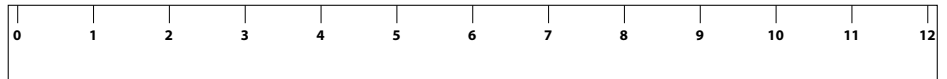
Optional Reading

Inch by Inch by Leo Lionni

Be Prepared: The centimeter lines on a ruler are not part of today's activity and might be confusing to children as they explore how a ruler shows inches. You may wish to print out and use the provided ruler, which shows inches only.

BEGIN: We are learning how to use a ruler to measure things. Today we will learn more about a ruler and how to measure things with a ruler.

[Display a ruler and point to one end and then the other end.]



EXPLAIN: The size of a typical ruler from one end to the other end is called a **foot**.

ASK: Why do you think we call the size of this ruler a foot?

EXPLAIN: Long ago people used their feet to measure things. They would walk toe to heel like this.

[Walk toe to heel and count five "feet."]

This is how the size of a typical ruler came to be known as a foot. A typical ruler is about the size of an adult's foot.

ASK: Do you think each person's foot was the same size?

ACT: [Encourage children to put the sole of their foot (with shoe on) against the sole of a neighbor's foot and compare sizes.]

ASK: Are our feet the same size?

EXPLAIN: Our feet are different sizes. Remember, our hands are different sizes, too. Long ago, people decided to measure things with something that was the same size. They began to use a ruler to measure things instead of their feet.



Sometimes when we measure with a ruler, our ruler doesn't end up exactly at the end of the item we are measuring.

Today we will learn about another part of a ruler that helps us to measure when this happens.

ACT: [Give each child a ruler.]

Let's look closely at our ruler. A ruler has numbers and lines on it. Watch as I point to and count the numbers at the top of my ruler.

[Encourage children to count with you as you point to and count numbers 1–12 on your ruler.]

Now let's count together the numbers on the top of our ruler. We will begin with the number one. Please point to each number as we count together.

[Lead children in counting the numbers 1–12 on their ruler. Encourage children to point to each numeral as it is counted.]

Place one finger on the numeral one and another finger on the numeral two on your ruler.]

The length of the space from one number to the next number is called an **inch**. Let's put one finger on the number one and another finger on the number two.

[Help children place their fingers, if necessary.]

The space between both fingers is one inch. Now put one finger on the number two and another finger on the number three.

[Help children place their fingers, if necessary.]

The space between both fingers is also one inch. There are 12 inches on our ruler.

We use the inches on a ruler when our ruler doesn't end up exactly at the end of the item we are measuring. We can also use the inches on a ruler when we are measuring items that are smaller than one foot. I will show you one way to use inches when measuring.

[Measure a large item that is not an exact number of feet. After measuring the last full foot, measure the remaining length using inches. Point to each inch as you count how many inches in the remainder of the item. When you are finished, say aloud the measurement of the item. Example: "This table is about three feet and six inches long." Use the word "about" to again signify that the item is close to the number stated if the item is longer or shorter than the last inch measured.]

Now we are going to measure a person with our ruler. When we do this, we will first mark how tall the person is on the wall with tape. Then we will measure the tape to see how many feet and inches tall the person is.

[Invite a volunteer child to stand up against a bare wall. Mark the child's height on the wall using masking tape. Place the tape on the wall from the floor to the top of the child's head.]

Now we will use a ruler to measure how tall (child's name) is.

[Begin measuring by placing the end of the ruler on the floor. Mark with your finger the number of feet as you measure the tape. Say the number of feet aloud as you count; one foot, two feet, three feet, etc. Restate the number of feet you counted. When you are near the top end of the tape, use inches to measure the remaining distance. Say

the number of inches aloud as you point to and count each inch; one inch, two inches, three inches, etc. Restate the number of inches you counted.]

We used a ruler and we found that (child's name) is about ___ feet and ___ inches tall.

RECAP: Today we used a ruler to measure how tall (child's name) is. Who can tell us what we can use to measure when our ruler doesn't end up exactly at the end of the item we are measuring? (inches)



Scaffolding Tips

Extra support ■ Invite children to help point to the inch marks as you count the number of inches when measuring the tape. ■ In the measurement of a child's height, emphasize that we used two different numbers to say how tall (child) is. The first number is the number of feet. The second number is the number of inches.

Enrichment ■ Ask children if they'd like to be the "recorder" and record the measurement of the volunteer's height on a sheet of paper that you provide. On the paper (one for each "recorder"), put the words feet and inches on separate lines. Encourage children to put the appropriate numbers next to each line. Children may use hash marks (little lines) instead of actual numbers.

123 Center Activity

Supply rulers. Encourage children to use a ruler to measure various larger items in your room. Blocks are useful for learning how to measure inches.



Family Child Care

Measure larger items while at the playground or at the park. Invite children to help you measure and count the number of feet and inches.

WEEK
25

DAY
3

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will strengthen their understanding of different emotions.



Key Concepts

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 many different emotions. What is an emotion? (the way we feel)

We are going to read our book *The Way I Feel* to remind us of some of the emotions we have talked about.

ACT: [After reading each page, use the following questions to engage children in a discussion of the emotion:]

- What do you notice about the child's face?
- What do you notice about the child's body?
- What kinds of things might make us feel _____?

[Follow-up prompts, if needed: "Why might someone feel _____?" "What might happen to make someone feel _____?"]

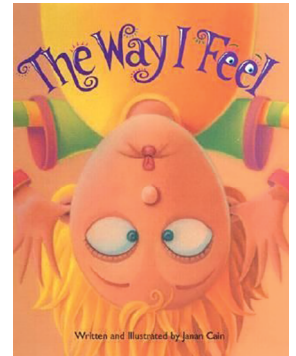
Point to and identify the pertinent picture on the Our Feelings poster. You may wish to invite a volunteer child to do this for the feelings that are easy to identify on the poster.]

EXPLAIN: Sometimes it's hard to tell how someone else is feeling. Let's look at the picture of the child on the cover of our book.

[Display book cover, upside down.]

- ASK:**
- Is it easy for us to figure out what this child is feeling?
 - Why? Or why not?

RECAP: We talked about many different emotions today. We can try to figure out how people feel by looking at their face and body, and also thinking about what might have happened.





Scaffolding Tips

Extra support ■ If children find it difficult to identify reasons a person might be feeling a specific emotion, describe one or several situations that might contribute to the feeling. Example: “We might feel this way if we tried several times to tie our shoe, but couldn’t do it.”

Enrichment ■ Describe a typical classroom situation that might prompt children to feel different ways. Example: “We cannot go outside today because it is raining.” (some children may be disappointed, some children may be happy) Encourage children to talk about why children may have different feelings about the same thing.



Center Activity

Provide children with the *Our Feelings poster and handheld mirrors. Encourage each child to look at his/her face in the mirror as he/she imitates each expression on the poster.

*Printables provided



Family Child Care

At appropriate points during the day, gently and briefly draw a child’s attention to what he/she may be feeling. Example: “You have a smile on your face, Joshua. Are you happy we are having your favorite snack?”

WEEK
25

DAY
3

Creating Dance



3–5 YEARS

Large/Group



Skill and Goal

Skills that support creative expression

Children will create dance movements using their arms and legs.



Key Concepts

Review: Choreographer



Materials Needed

CD player

My First Classical Music Album CD



Also Promotes

Physical/Health

Self-Regulation

Be Prepared: Arrange children in their personal spaces so they do not unintentionally hit each other while moving their legs and arms. You may wish to use hoops, tape, or some other way to mark each child's personal space.

BEGIN: This week we have been choreographers creating different dance movements. Each of us made up movements, first with our arms and then with our legs.

- Was it sometimes hard to move only your arms or only your legs when you danced to the music?
- Did you want to move some other parts of your body, too?

EXPLAIN: Today we will create dance movements using our legs and our arms. We can do movements we created earlier this week. We also can try different movements. Each of us can do different types of dance movements.

When we invent our dances, we will stay in our own space and try to stay out of other people's space.

ACT: There are different ways we can put leg and arm movements together.

[Demonstrate and describe putting an arm movement and then a leg movement in sequence. Example: "I am moving my arms forward. I am holding my arms out in front of me. Now I am moving one of my legs forward."]

Let's practice putting together some arm and leg movements into a dance.

[Encourage children to try several combinations of arm and leg movements. Offer verbal support as appropriate.]

EXPLAIN: Now I will play the music we listened to when we created dance movements with our arms only; then with our legs only. This time we will use both our arms and legs. Remember, our dance does not need to look like anyone else's dance.

ACT: *[Play part of Track 12 on the My First Classical Music Album CD.]*

RECAP: Today we created some dance movements using our arms and our legs. What was it like to dance with more than one part of your body?





Scaffolding Tips

Extra support ■ Children may benefit from your offering demonstrations and descriptions of some arm movements (Day 1) and leg movements (Day 2). ■ If children seem uncertain about what to do when the music plays, suggest and demonstrate some simple options.

Enrichment ■ Invite children to try a more advanced set of movements. Demonstrate and describe moving one or both arms and a leg at about the same time. Example: move one arm and one leg (perhaps opposite arm and leg) forward at the same time. ■ Demonstrate and describe how to pause between combined dance movements and how to alternate slower and faster movements. Example: Move arms forward, pause, move one leg forward slowly, pause, move the opposite leg forward quickly, pause, move arms backward slowly.



Center Activity

Provide a CD player, music, and props that children enjoyed using on Days 1 or 2. Encourage children to try different combinations of arm and leg movements.



Family Child Care

At pickup time, encourage children to tell family members how they have been a choreographer and to share some of the dance movements they created.



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 W.



Key Concepts

Review: Hat



Materials Needed

- The Cat in the Hat* by Dr. Seuss
- Chart paper
- *Letter W card
- *4 letter W picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names for display to children

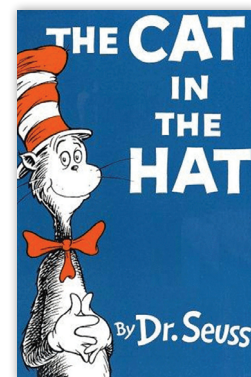
*Printables provided

Be Prepared: Today's activity focuses on the two parts of one-syllable words found in *The Cat in the Hat*. Choose ahead of time one-syllable words to highlight as you read the book. Break each word into two parts as it is read. The first part of the word (body) includes all phonemes through the vowel and the second part of the word (coda) includes any consonants that come after the vowel. Focus on one word approximately every other page. Examples: si-t, ba-d, cu-p, fi-sh, shi-p, po-t, li-ke.

BEGIN: On Day 2 we read the book *The Cat in the Hat*. Please listen carefully as I say the two parts of a word from the title of the book. The two parts of the word are "ha-t." What is the word? (hat) We know that a hat is something we wear on our head.

EXPLAIN: Today we are going to read our book again. This time we are going to listen to the two parts of some more words. We can figure out the words when we put the two parts of the words together.

ACT: [As you read the book, highlight the two parts of words you have chosen (see *Be Prepared*). Pause briefly between the two parts. Example: "My tricks are not ba-d." Encourage children to figure out the word by putting its two parts together.]



EXPLAIN: We heard the two parts of many words in our book. We can figure out a word when we put its two parts together!

Let's learn more about the letter W.

[Display letter W card.]

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

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

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

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

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

ASK: What is our word that begins with the letter W? (weight)

ACT: The letter W says /w/, just like at the beginning of the word “weight.” /w/, /w/, weight. Let’s say that together: /w/, /w/, weight.

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



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

[Help children by suggesting other words that begin with w. Examples: water, word, waffle, window.]

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

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

[Give each child his/her letter journal.]

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

RECAP: Today we read the book *The Cat in the Hat* again. We listened to the two parts of some words in the book. We can figure out a word when we put its two parts together.

We also learned that the letter W says /w/, just like at the beginning of the word “weight.” We made the uppercase (big) letter W in our letter journal. Let’s say together the sound the letter W makes (/w/).



Scaffolding Tips

Extra support ■ As you read the book, encourage children to repeat the two parts of each word each time you say them. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Say the w word “wasp” in two parts: wa-sp. Encourage children to figure out the word. ■ Some children may be interested in your demonstrating and describing how to make a lowercase w. Example: “A lowercase w looks like an uppercase W, but it is smaller.”



Center Activity

Provide the book used in today’s activity and *picture cards of a cake, cup, fish, and mat. Encourage children to say the two parts of the words as they retell the story. Example: “I can hold up the cu-p and the milk and the ca-ke!”



cake



cup



fish



mat

*Printables provided



Family Child Care

Invite school-age children to draw pictures of one-syllable words from the book. You may wish to provide children with the list of words highlighted in the main activity. Invite school-age children to share their pictures with younger children as they say each word in two parts. Example: “This is a picture of a shi-p. What is it?”

3–5 YEARS

Small Group



Skill and Goal

Measurement
knowledge

Children will strengthen their understanding of foot and inch.



Key Concepts

Review: Inch
Ruler
Foot
Compare
Equal



Materials Needed

Prepared chart (see Be Prepared)
Writing tool
Basket
Items to be measured that are smaller than one foot—1 per child
1 12-inch ruler per child
*Ruler template from Day 3 (see Be Prepared)

Be Prepared: The centimeter lines on a ruler are not part of today's activity and might be confusing to children as they explore how a ruler shows inches. You may wish to print out and use the provided ruler used on Day 3, which shows inches only. Prepare a chart that shows the items in the basket. See sample chart in activity plan.

BEGIN: [*Hold up a ruler. Put one finger on the numeral one and another finger on the numeral two.*]

I have one finger on the number one and another finger on the number two on my ruler. What do we call the length of space between my fingers? (inch)

EXPLAIN: Yesterday we learned that we can use the inches on a ruler when our ruler doesn't end up exactly at the end of the item we are measuring. Today we will use inches to measure things that are shorter than a ruler.

ASK: [*Display a crayon in your hand.*]

- We know that a typical ruler is one foot long. Do you think this crayon is longer than one foot, or shorter than one foot?
- How could we find out for sure?

[*Display a ruler next to the crayon.*]

EXPLAIN: A crayon is shorter than one foot. We need to use inches when we measure a crayon. Watch as I measure this crayon in inches.

[*Measure the crayon by lining up the end of the crayon with the end of a ruler. Point to the inches on the ruler as you count them. Make sure all children can see your actions.*]

This crayon is about __ inches long.










ACT: We are going to measure some items with a ruler.

[*Display a basket of items to measure.*]

I have several items in this basket we will measure together. Each of these items is shorter than one foot. Each item in the basket will need to be measured in inches. Each time we measure an item, we will write the number of inches on this chart. When we are finished measuring each item, we will compare the different sizes.

[*Invite one child at a time to help you measure an item. Measure one dimension only of each item. As you count the number of inches together, write the measurement on the chart. Restate the number of inches when*

you are done counting. Example: "This _____ is about ___ inches long." Be sure to include a different item for each child. Examples are listed on the chart below:]

pencil	scissors	marker	block	glue	book	toy	spoon	cup
								

EXPLAIN: Now we will compare some of the items we measured. Remember, when we compare things, we look for ways they are similar or different. Today we will compare the size of the items. Let's begin by looking for the item that is the largest. We can find the largest item by looking for the largest number of inches on our chart.

ASK: Which item on our chart is the largest?

EXPLAIN: Now let's look for the item that is the smallest. This item would be the smallest number of inches on our chart.

ASK: Which item is the smallest?

EXPLAIN: Let's hold the two items close to each other and compare them.

ASK: Can we tell which item is largest when we look at the two items next to each other?

EXPLAIN: Now let's find out if any of our items are the same number of inches. Remember, when things are the same, they are equal.

ASK: Are any of the items listed on the chart an equal number of inches?

[Display items that have equal measurements next to each other.]

EXPLAIN: Each of these items is about ___ inches.

RECAP: Today we used a ruler to measure some items that were each less than a foot. What part of the ruler did we use to measure the items? (inches)



Scaffolding Tips

Extra support ■ Encourage children to help point to the inches as you count. ■ In addition to writing numerals on the chart, add hash marks (small lines) to show the number of inches (one mark per inch). Explain that the hash marks are similar to the dots on our number cards.

Enrichment ■ Ask children to find other items in the room they think are smaller than a foot. Try their ideas by measuring the items. ■ If children are able, invite them to write the numeral on the chart.

123 Center Activity

Supply items used in today's activity. Invite children to use a ruler to measure the items.



Family Child Care

Take some rulers to the playground or park. Encourage children to measure items smaller than a foot. Compare the items by discussing which are smaller and which are larger.

Be Prepared: Use the provided pictures of uniformed helpers if you were not able to secure a job uniform(s) for Week 24.

3–5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will understand how different parts of a uniform are used.



Key Concepts

Review: Uniform



Materials Needed

Uniform(s) used in Week 24 or 5 pictures as shown

BEGIN: Last week we looked at uniforms and the patches some people wear on their uniforms. Remember, a uniform is clothing worn by members of the same group.

[Display uniforms used in Week 24, Day 4 or pictures of uniforms.]

Which uniform do you like the most? Why?

Today we will talk about how different parts of a uniform are used.

ACT: [Display uniforms from Week 24 or provided pictures, one at a time, and point to a part of the uniform, such as a hat, belt, or particular pocket. Invite children to offer ideas about how this part of the uniform might help people who wear the uniform to do their job.]

Examples (from pictures):

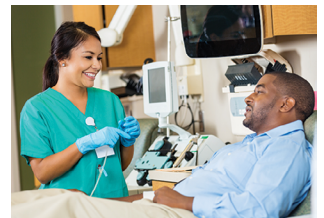
- **Cook:** The cook is wearing a hairnet. What does a hairnet do? (keeps hair on the cook's head from falling into the food she is preparing; even clean hair can have germs) Why is the cook wearing gloves? (keep germs on her hands from getting into the food she is preparing)
- **Policeman's uniform:** What is in the shirt pocket? (pens; police officers use pens to write things) What is hanging from the police officer's belt? (keys)
- **Firefighters' uniforms:** What are the firefighters wearing on their heads? (helmets that keep their heads safe) Why are the firefighters' boots so heavy? (so they can walk through damage from a fire) The firefighters' uniforms are heavy. Why? (to protect the firefighters from fire) What do firefighters do with the masks hanging from their uniforms? (breathe clean air because it is dangerous to breathe smoke)



U.S. Department of Agriculture/Flickr.com/(CC BY 2.0)



Port of San Diego/flickr.com/(CC BY 2.0)





- *Construction worker: Why is the construction worker wearing a hard hat? (to protect her head from heavy things that fall from above)*
- *Nurse: Why is the nurse wearing gloves? (to protect the patient from getting germs from the nurse's hands; gloves also protect the nurse from getting germs from the patient)]*

RECAP: Today we talked about how different parts of uniforms are used.



Scaffolding Tips

Extra support ■ If children are unsure of how different parts of a uniform are used, give hints as appropriate. Example: "Why do you think the cook is wearing an apron? What might get on her clothing?"

Enrichment ■ Invite children to discuss parts of a uniform his/her family member wears. ■ You may wish to take children on a brief "field trip" in your center to look at uniforms of Command officials shown in pictures.



Center Activity

Provide uniforms or pictures of uniforms and various accessories, such as belts, footwear, and head wear. Encourage children to match the accessories with the uniform.



Family Child Care

Continue to invite family members to bring in and talk about their uniforms. Encourage children to help their family member describe the uniform(s).

WEEK
25

DAY
4

Staying Healthy and Safe



3–5 YEARS

Small Group



Skill and Goal

Motor development

Good health practices

Children will use fine motor skills to place healthy food toppings on a pretend pizza.



Key Concepts

New: Topping

Review: Grain
Dairy
Vegetable
Protein
Fruit



Materials Needed

Paper plates—1 per child

*Pretend pizza toppings
(see Be Prepared)

3 bowls

Clothespins—1 per child

Spoons (see Extra
Support tip)



Also Promotes

Mathematics

*Printables provided

Be Prepared: Cut apart “pizza toppings” for each child. One provided sheet has enough toppings for one child. Place toppings for all children in three different bowls: vegetables, protein, and fruit.

BEGIN: We are learning how to choose healthy foods to eat. We know it is important to eat different kinds of healthy foods. There are five different types of foods that are good for us.

EXPLAIN: Today we will make a pretend pizza! Making a pizza will help us think about foods that are healthy for us to eat. Each of us will make our own pretend pizza.

ASK: Do you like pizza with a thin crust or a thick crust?

EXPLAIN: We will begin making our pretend pizza with a food made from grain. We know that grain comes from the seeds of plants. Pizza crust is made from grain. We also will begin making our pizza with a dairy food. We know that most dairy foods are made of milk that comes from cows. Cheese is a dairy food. We will pretend a paper plate is our pizza crust with cheese on it.

[Give each child a paper plate.]

Now let’s think about the toppings we want on our pretend pizza. A **topping** is a food we put on top of another kind of food. There are many kinds of healthy toppings for pizza. We have vegetable, protein, and fruit toppings for our pizza.

We can use clothespins to place our toppings on our pizza. We may not want our hands to get messy!

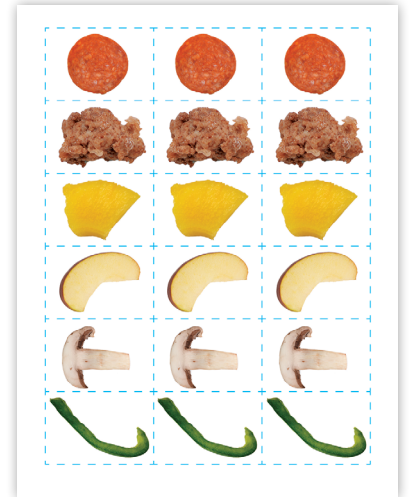
[Give each child a clothespin.]

Let’s practice opening and closing our clothespin. To open our clothespin we squeeze the top together. Let me show you.

ACT: [Demonstrate how to open the clothespin with your fingers. Invite children to practice opening their clothespin. Help, if appropriate (see Extra Support tip).]

Our first topping will be a vegetable. Remember, a vegetable is the part of a plant that we can eat.

[Display bowl of vegetable toppings (mushrooms and peppers).]





We can choose one or two vegetable toppings for our pizza. We can use our fingers to pick up the toppings and then place them in our clothespin if we'd like. Watch as I show you.

[Pick up the edge of a topping and place it in the clothespin. Use the clothespin to place the topping on your pretend pizza. Invite children to use their fingers or their clothespin to place their vegetable topping(s) on their pizza.]

Now let's think about the type of protein we want on our pretend pizza. We know that protein is a nutrient that helps our muscles, bones, and other parts of our body grow and stay strong.

[Display bowl of protein toppings (pepperoni and sausage).]

We can choose one or two protein toppings to put on our pizza.

[Invite children to use their fingers or their clothespins to place their protein topping(s) on their pizza.]

Many people like to have fruit on their pizza. A fruit grows on a bush or tree. Have you ever had fruit on your pizza?

[Display fruit toppings (pineapple and apples).]

We can put fruit on our pizza or have it as a pretend dessert. Let's place some fruit toppings on our pizza or next to our pizza if we'd like to have the fruit for a pretend dessert. We can choose one or two fruit toppings to put on or next to our pizza.

[Invite children to use their fingers or their clothespins to place their fruit topping(s) on or next to their pizza.]

RECAP: Today we made a pretend pizza with each of the five healthy types of foods. Healthy food is yummy!



Scaffolding Tips

Extra support ■ Some children may have difficulty squeezing their clothespin to open it. Help by placing their fingers in the appropriate places on the clothespin. If children are unable to open the clothespin, encourage them to place each topping on a spoon as they move it to their pretend pizza. Use of a spoon promotes the activity's focus on fine motor skills.

Enrichment ■ Encourage children to touch only the sides of the topping card as they place it in their clothespin in order to keep their hands from getting messy! ■ Invite children to think of other foods that are included in each type of food placed on the pizza. Example: "What is another vegetable we could put on our pizza?"

WEEK

25

DAY

4

Staying Healthy and Safe *continued*



Center Activity

Provide paper plates, clothespins, and *toppings used in today's activity. Encourage children to continue to choose from healthy food choices to make their own pretend pizza.

*Printables provided



Family Child Care

Invite children to make English muffin mini pizzas for lunch. Provide each child with 1–2 English muffin halves, tomato sauce, and topping choices (vegetables, fruits, protein, and dairy). Discuss each of the healthy food types as children make their own pizzas.

WEEK
25

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 W.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter W 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 W card.]

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

Letter W says /w/, just like in "weight." /w/, /w/, weight. Let's together say /w/, /w/, weight.

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

25

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 deepen their understanding of a ruler as a standard tool of measurement.



Key Concepts

Review: Ruler
Foot
Inch



Materials Needed

12-inch ruler
Pencil or block of less than 12 inches

BEGIN: We are learning more about how to measure things. This week we measured items with our hands and with a ruler.

EXPLAIN: We know that when we measure with our hands, the number of “hands long” can be different because our hands are different sizes.

Measuring with a ruler is better than measuring with our hands because typical rulers are always the same size.

We learned that the length of a typical ruler from one end to the other is one foot. We also learned that we can find the size of things with inches.

ASK: *[Display a ruler.]*

Where can we find one inch on this ruler?

[Place one finger on the numeral one and another finger on the numeral two on the ruler.]

EXPLAIN: The length of the space on a ruler from one number to the next number is called an inch.

We know that we can use the inches on a ruler when our ruler doesn’t end up exactly at the end of the item we are measuring. Let’s measure the length of our table using feet and inches.

[Measure the table length using a ruler. Count as you move the ruler. After measuring the last full foot, say the number of feet. Then explain you will measure the rest of the table in inches. Measure the remaining length using inches. Point to each inch as you count how many inches in the remainder of the table length. When you are finished, say aloud the measurement.]

ASK: How long is our table? It is about ___ feet and ___ inches.

EXPLAIN: We also know how to measure things that are smaller than one foot.

Let’s together measure the pencil (or block).

ACT: *[Measure the pencil (or block) by lining up the ruler with the bottom of the pencil. Encourage children to count the number of inches together. Restate the number of inches when you are done counting. Example: “Our pencil is about ___ inches long.”]*

RECAP: We had fun this week learning more about measuring. Why is measuring with a ruler better than measuring with our hands? (typical rulers are always the same size, hands are different sizes)



Scaffolding Tips

Extra support ■ Encourage children to help point to the inches as you count.

Enrichment ■ Invite children to measure their own hands with a ruler. How is the measurement different from their neighbor's?



Center Activity

Supply the housekeeping center with rulers. Encourage children to measure various play food items.



Family Child Care

Invite children to measure legs and arms of each other with a ruler. Encourage school-age children to list the measurements on a graph. Invite children to compare measurements and determine whose arm or leg is the tallest/shortest.

WEEK

25

DAY

5

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will strengthen their understanding of different kinds of job uniforms.



Key Concepts

New: Clothesline
Clue

Review: Job



Materials Needed

Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook

BEGIN: We are learning about different kinds of uniforms worn by helpers in our community.

EXPLAIN: Today we will read a book called *Clothesline Clues to Jobs People Do*. It was written by Kathryn Heling and Deborah Hembrook.

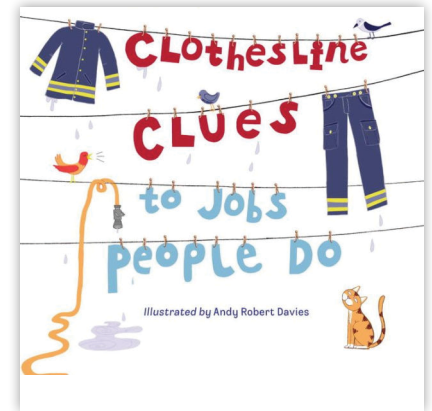
[Display cover of book and point to the clothesline.]

A **clothesline** is a place where people can hang clothes to dry. The clothing on the clothesline in our book will give us clues about the job a person does. A **clue** is something that helps us find an answer to a question.

ASK: What is a job? (something someone does to help a community or country be a healthy and safe place to live)

ACT: [As you read the book, invite children to try to figure out each person's job based on the clothesline clues. After a job is revealed, discuss how items on the clothesline help a person do his/her job. Example: The carpenter wears safety glasses to protect her from pieces of wood that may get in her eyes as she is working.]

RECAP: Today we read a book that gave us clues about different jobs people do. People wear different things to do different jobs. Which job in the book would you like to do?



Scaffolding Tips

Extra support ■ Explain names of jobs that may not be familiar to children. Example: A chef is another name for a cook.

Enrichment ■ Invite children to tell about a time they saw someone wearing a uniform shown in an illustration.



Center Activity

Encourage children to dress like community helpers. Supply props shown in the book. Examples: cap, letters, bag for mail, bandanna, oven mitts, apron, art smock, safety goggles, suspenders, boots.

WEEK

25

Exploring Where We Live *continued*



Social
Studies

DAY

5



Family Child Care

Invite school-age children to share the book used in today's activity with younger children in your setting. Encourage younger children to share with school-age children how each item on the clothesline is used.

WEEK
25

DAY
5

Staying Healthy and Safe



3-5 YEARS

Small Group



Skill and Goal

Motor development

Good health practices

Children will use fine motor skills to identify types of healthy foods.



Key Concepts

Review: Riddle
Protein



Materials Needed

*Picture card stick puppets (see Be Prepared)



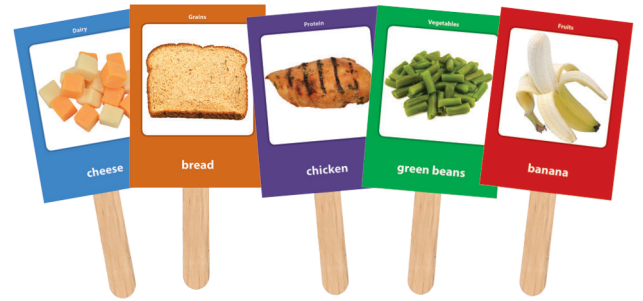
Also Promotes

Self-Regulation

*Printables provided

Be Prepared: In today's activity children will use picture card stick puppets to solve riddles. Each child will need five picture cards (one of each food type) affixed to craft sticks. Use sticky tack or glue to affix each picture card to a craft stick. See adjacent picture.

BEGIN: We are learning about healthy foods. Yesterday we made pretend pizzas with healthy foods. What was your favorite topping on your pretend pizza?



EXPLAIN: Today we are going to use our food picture cards to help us remember the five kinds of healthy foods. We will each get five picture cards because there are five types of healthy food.

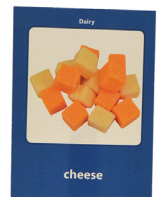
ACT: [Give each child a set of five picture cards on craft sticks (see Be Prepared).]

Each of us has one picture card for each type of food.

- Please hold up your picture of a banana. A banana is a fruit. Let's tap our knee with our picture of a fruit.
- Now let's hold up our picture of green beans. Green beans are a vegetable. Let's each hold upside down our picture of a vegetable.
- Let's hold up our picture of chicken. Chicken has a lot of protein. Let's use our hand to gently wave in the air our picture of a food that provides protein.
- Please hold up your picture of bread. Bread is made from grain. Let's twirl our picture of food made from grain.
- Let's hold our picture of cheese. Cheese is a dairy item. Let's place our picture of a dairy item between the palms of our hands.

Now let's place each of our food cards in front of us.

EXPLAIN: I am going to say a riddle for each of our five different types of foods. Remember, a riddle is a fun way to ask a question. Wiggle your picture card that answers the riddle.





- ACT:**
- I am a fruit. What am I? (banana) Wiggle your fruit picture card!
 - I am made from grains. What am I? (bread) Wiggle your grain picture card!
 - I am a vegetable. What am I? (green beans) Wiggle your vegetable picture card!
 - I am a dairy food. What am I? (cheese) Wiggle your dairy picture card!
 - I am a food that provides protein that helps our muscles, bones, and other parts of our body grow and stay strong. What am I? (chicken) Wiggle your protein picture card!

[If time permits:]

EXPLAIN: Let's use our picture cards as we sing a new song! Our song is called "Five Healthy Foods."

ACT: [Teach the adjacent song. Encourage children to wiggle the appropriate picture card as they sing about each type of food.]

RECAP: Today we used our food picture cards to help us remember the five types of healthy foods. Healthy foods are fun!

Five Healthy Foods

(sung to the tune of "Mary Had a Little Lamb")

We can name five healthy foods,
Healthy foods, healthy foods.

We can name five healthy foods,
Sitting on our plate.

Fruit is a healthy food,
Healthy food, healthy food.

Fruit is a healthy food,
Sitting on our plate.

Veggies are a healthy food...

Protein is a healthy food...

Dairy is a healthy food...

Grain is a healthy food...



Scaffolding Tips

Extra support ■ Demonstrate how to move each picture card in the first part of the activity.

■ If children are unsure which picture card to hold up to answer a riddle, give an additional hint.

Example: This fruit is yellow on the outside (banana). ■ Wiggle your own set of picture cards as you teach children the song.

Enrichment ■ Encourage children to think of other ways they can move their picture card puppets with their hands. Examples: Moving them back and forth or up and down.



Center Activity

Provide play food, scoops, and small shovels in the sand table. Encourage children to use the scoops and shovels to hide and then find the different kinds of play food. Children may wish to sort the play food into healthy and not healthy groups.

WEEK

25

DAY

5

Staying Healthy and Safe *continued*



Family Child Care

Encourage school-age children to create a menu of healthy foods. Invite children to divide the menu into the five different food types. Children may wish to draw pictures of each food item on the menu to aid younger children in “reading” the menu. Encourage all children to use the menus in the housekeeping center as they pretend to serve food at a healthy food restaurant!