



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 the beginning sound with the remaining sounds in one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter L (Days 2–5)

123

Mathematics

Counting Things

- Practicing splitting a group of items into two parts and counting the two parts (Days 1–5)
- Identifying the numeral that represents a whole group of items and parts of a group of items (Days 1, 5)
- Figuring out the missing part of a group of items (Days 3, 5)



Self- Regulation

Focusing & Remembering

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



Social- Emotional

Understanding Feelings

- How to consider another person's thoughts and feelings (Days 2, 3)
- Different people can have different feelings and thoughts about the same thing (Day 3)



Social Studies

Exploring Where We Live

- The meaning and characteristics of the American flag (Day 4)
- The purpose of the Pledge of Allegiance and the national anthem (Day 5)



Science

Exploring Habitats

- Forest habitats are covered with trees and other plants (Day 1)
- Many types of animals live in a forest habitat (Day 2)
- How some animals make their homes in trees, in burrows in the ground, and on the forest floor (Day 3)



Physical/ Health

Moving Our Bodies

- How our bodies move when we roll on the ground (Day 4)
- Practicing rolling our bodies by pretending we are a log (Day 5)



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

- *Letter D 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 D card.]

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

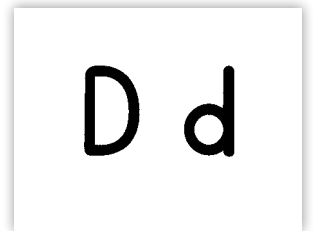
Letter D says /d/, just like in the word "dance." /d/, /d/, dance. Let's together say /d/, /d/, dance.

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

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



3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will practice splitting a group of magnets into two parts.



Key Concepts

Review: Split



Materials Needed

- *Magnetic part-part-whole mat (see Be Prepared)
- 1 set of numeral magnets 1–10
- 8 smaller magnets
- Basket
- *Printables provided



Optional Reading

One Duck Stuck: A Mucky Counting Book by Phyllis Root

Be Prepared: Make a magnetic part-part-whole mat by taping a part-part-whole mat to the front of a cookie sheet. A large cookie sheet from your center's kitchen might be borrowed for this purpose. If you do not have access to a cookie sheet, a magnetic board can also be used. A magnetic mat is used for ease of holding up the mat for children to see. Place number magnets in the basket.

BEGIN: Last week we split a group of items into two parts. When we split something, we divide it into smaller parts. We practiced splitting groups of items in different ways.

EXPLAIN: Today we will use magnets with our special mat.

[Display a part-part-whole mat. Point to each section of the mat as you describe it.]

Our mat has a place for the whole group and sections for two parts.

We are going to practice splitting a group of items. We will use a number magnet to show how many are in the whole group.

Let's put a group of five magnets in the section of our mat for the whole group.

ACT: *[Invite a volunteer child to place five magnets in the whole section of the mat. Lead children in counting the number of magnets as you or the volunteer child point to each one. Say again the number of magnets in the whole group.]*

Now let's find the number five in our basket of number magnets and place it in the section of our mat for the whole group. It will go next to our group of five magnets.

[Invite a different volunteer child to find the numeral five magnet and place it next to the group of five magnets.]

EXPLAIN: *[Point to the numeral five magnet and smaller magnets as you describe the following:]*

We know that this is the number five. It is in the same section as our five smaller magnets. Let's count our smaller magnets together. 1, 2, 3, 4, 5.

Now let's decide how we can split our group of five magnets into two parts. There are different ways we can do this.

ASK: How can we split the whole group of five?

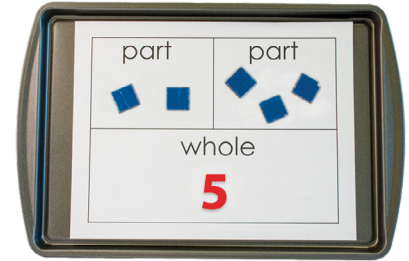
ACT: *[Ask children to give suggestions for the part sections of the mat. For each suggestion, invite a different volunteer child to split the magnets in the whole group into each part of the mat.]*

EXPLAIN: Our number magnet is still in the whole group section of our mat.

ASK: Where are the five smaller magnets?

EXPLAIN: *[Point to smaller magnets as you describe them.]*

There are ___ smaller magnets in one part section of our mat and ___ smaller magnets in the other part section of our mat.



ASK: Do we still have five magnets on our mat?

ACT: Let's count together our smaller magnets to make sure we have all five on our mat.

[Count on as you count the two parts together to ensure they equal the number of magnets in the whole group. Invite children to join you in counting. Then clear the part sections.]

Let's try it again with another group of magnets. Let's try it with a group of eight magnets.

[Invite a volunteer child to place the group of eight magnets in the section of the mat for the whole group. Encourage children or the volunteer child to count aloud as you point to and count eight magnets.]

Invite a different volunteer child to find numeral eight in the basket of magnetic numerals and to place numeral eight next to the eight magnets.]

How can we split the whole group of eight?

[Ask children to give suggestions for the part sections of the mat. For each suggestion, invite a different volunteer child to split the magnets in the whole group into each part of the mat. Follow the procedure used for the group of five. Continue with different groups of magnets and different volunteer children as time allows.]

RECAP: Today we practiced splitting a group of magnets into two smaller parts. Did our total number of magnets change when we moved magnets to the two parts of our mat? (no) We also used number magnets to show the number of magnets in the whole group.



Scaffolding Tips

Extra support ■ Omit the use of the numeral magnet if this appears to be confusing to children.
■ Use groups of three and then six magnets for the first and second rounds of the activity if you anticipate groups of five and eight may be too challenging.

Enrichment ■ Invite children to find and place numeral magnets on each of the two parts. ■ Omit the use of smaller magnets. Use numeral magnets only.

123 Center Activity

Supply *part-part-whole mats and small manipulatives. Invite children to place a number of manipulatives in the whole section of the mat and then split the group into two smaller parts.

*Printables provided



Family Child Care

Practice splitting groups into parts while outside. Invite children to find rocks or leaves to make a whole group of 10 or fewer items. Encourage children to find how many ways they can split the whole group into two parts.

WEEK
28

DAY
1

Focusing & Remembering

Self-Regulation

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

Review: 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)

Music player

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

If time permits, offer *Listening Bingo* from Week 27, 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 27, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: We are going to play a game we have played before called *Music Marks*. When we play the game, we will draw marks on a piece of paper while we listen to music.

EXPLAIN: Today will play *Music Marks* in a different way. When the music moves slowly, we will draw bubbles on our paper. When the music moves quickly, we will draw squares on our paper. Remember, quickly means fast.

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 bubbles (circles) or squares on chart paper depending on the tempo of the music. When the tempo is slow, draw bubbles. When the tempo is fast, draw squares.]



EXPLAIN: Now we will try it together. As we draw, we will listen carefully to the music. When the music moves slowly, we will draw bubbles on our paper. When the music moves quickly, we will draw squares on our paper. 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. Children are not expected to draw perfect circles or squares. 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? (circles compared to squares)



[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?



Scaffolding Tips

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

Enrichment ■ In place of the recorded music, invite children to sing a song while making music marks. ■ Invite children to try a rule change for *Music Marks*: Encourage children to draw slowly when the music is slow and make scribbles when the music is fast. Then do the opposite.



Center Activity

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



Family Child Care

Try *Music Marks* outdoors with sidewalk chalk. Encourage children to draw bubbles (circles) when the music moves slowly, and squares when the music moves quickly.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a forest habitat.



Key Concepts

New: Forest

Review: Habitat
Clue



Materials Needed

*3 pictures as shown

Forest items (see Be Prepared)

Shoebox

*Printables provided



Optional Reading

National Geographic Readers: Hop, Bunny!
Explore the Forest by Susan B. Neuman

Be Prepared: Place in a shoebox items that can be found in a forest. Examples: rocks, sticks, leaves, soil. Forest items (pine cones, silk leaves, moss) may be purchased if they are not available in your area. Use photos if forest items are not available.

BEGIN: We are learning about places where animals and plants live. We know these are called habitats.

ASK: [Display picture of a water habitat.]

- What is this habitat called? (water)
- [Display picture of a desert habitat.]
- What is this habitat called? (desert)

EXPLAIN: [Display shoebox.]

Today we will begin learning about another habitat.

This box has some clues about the habitat we will talk about today. We know a clue is something that helps us find an answer to a question.

ACT: [Remove items from box, one at a time. Invite children to touch, describe, and maybe identify each item.]

- ASK:**
- What type of habitat would have the things we just talked about? (forest, woods)
 - Have you ever been in a forest or woods? What was it like?

EXPLAIN: A **forest** is a habitat covered with trees and other plants. A forest is similar to a woods, but bigger. A forest is very different from a water habitat or a desert habitat.

Here is a picture of a forest habitat.

[Display picture of a forest habitat.]

- ASK:**
- What do we see in this picture?
 - What colors do we see in this forest?

EXPLAIN: A forest is full of things that are green and brown. There are other colors too, but green and brown are found in the forest more than any other colors. The floor of the forest has grass and other plants. Many kinds of animals live in a forest.

- ASK:** What green and brown things do you see in our picture of a forest? (grass, trees, other plants, the ground, etc.)



Susanne Nilsson/flickr/CC BY-SA 2.0



WEEK

28

DAY

1

Exploring Habitats *continued*



Science

RECAP: A forest is full of animals, trees, and other plants. Do you think fish live in a forest? (only if there is a pond or lake in the forest; fish need water to survive) This week we will learn more about a forest habitat.



Scaffolding Tips

Extra support ■ Point to other things in the classroom that are green and brown to provide a reminder of colors, if appropriate. ■ If children seem unclear about the floor of a forest, explain that the floor of a forest is the ground under the trees in a forest. People and animals walk on the forest floor. ■ To help children gain a better understanding of a forest, look for online videos of forest sights and sounds.

Enrichment ■ Invite children to think of animals that might live in a forest.



Center Activity

Provide items from a forest (leaves, twigs, rocks, moss, soil, etc.). Encourage children to use a magnifying glass to look closely at the items. Invite children to draw some of the items in their science journals.



Family Child Care

If you live near a forest, take the children for a walk to find things that are green and brown, and to learn more about what lives in a forest.

This activity is informed by the following source: Stewart, D. J. (2011, June 16). Circle time: Introducing the forest to preschoolers. [Web log post]. Retrieved from <http://www.teachpreschool.org/2011/06/introducing-the-forest-to-preschoolers/>



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will blend the initial sound (onset) with the remaining sounds (rime) in one-syllable words. Children also will identify and name the letter L.



Key Concepts

Review: Beginning sound



Materials Needed

- *Letter L card
- Chart paper
- Writing tool
- Children's name cards
- List of children's first names for display to children

*Printables provided

BEGIN: We are learning about the different sounds in a word. We know how to make a different word by changing the beginning sound of a word. Remember, the first sound we hear in a word is called the beginning sound.

EXPLAIN: Today we will make up words in a different way. Let me show you.

ACT: Listen carefully to what I say: "ox." Let's say "ox" together: "ox." Now I'm going to add the sound /f-f-f-f/ to the beginning of "ox." Listen carefully: "f-f-f-f . . . ox, f-f-f-f . . . ox, f-f-f-f-ox." We made the word "fox" by adding /f-f-f-f/ to "ox."

Let's together say the "f-f-f-f" sound. What is our new word? (fox) Let's try another one!

[Use the following steps to help children practice blending the sounds listed below, beginning with ox:

- say the rime (the vowel and consonants that follow it) and invite children to repeat the sound (example: ox)
- say the initial sound (onset) of one of the words listed below the rime and invite children to repeat the initial sound only (example: /b/)
- blend the initial sound (onset) and the remaining sounds of the word (rime), emphasizing its two parts (example: b-ox)
- invite children to repeat the word (box).]

Rimes	<u>ox</u>	<u>and</u>	<u>oat</u>
	b-ox	b-and	b-oat
	s-ox	h-and	c-oat
		s-and	m-oat

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

[Display letter L card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase L.

We can also write the letter L like this.

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



This is a lowercase l.

We are learning about many letters of the alphabet. We have letters in our name. L is a letter of the alphabet.

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

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

Let’s all say the word “letters.”

[Invite a volunteer child to point to the letter l in the word “letters.”]

Let’s look at the very first letter of our name. Pop up if you have the letter L at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[Encourage children to look at their name cards. Say the first names of children who have an L at the beginning of their name. If there are children whose name begins with the letter L who do not stand, point to the letter L on their name card. Compare the letter L in their name as you hold the letter L card next to their name card.]

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

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

RECAP: Today we put together the two sounds of a word.

We also learned about the letter L. What word begins with the letter l? (letters)



Scaffolding Tips

Extra support ■ In the blending practice segment, repeat the steps for blending the sounds of a specific word before introducing a different word (new set of sounds). Example: Help children blend “b-ox” several times before inviting them to blend “s-ox.” ■ Also in the practice segment, use each of the different initial sounds for a rime before introducing a different rime. Example: Blend “b-and,” “h-and,” and “s-and” before moving to “oat.”

Enrichment ■ Say the following words, one at a time. Invite children to say its beginning sound and then the rest of the sounds in the word: bee (b-ee), bird (b-ird), goat (g-oat), seal (s-eal), fish (f-ish), bear (b-ear).



Center Activity

Invite children to make a necklace of picture cards that represent the same initial sound. Provide pictures of items that begin with the same initial sound. Encourage children to glue 3–4 pictures to separate index cards. Punch holes in the index cards and put yarn through the holes to make a necklace.



Family Child Care

Teach children a song to the tune of “The Wheels on the Bus” as you continue to practice blending the initial sound and the remaining sounds of a word. Use these sounds: c-at, b-oat, h-and, s-and, b-ee, g-oat, f-ish.

**The Sounds in the Word**

(Sing to the tune of “The Wheels on the Bus”)



The sounds in the word go /c/ /at/; /c/ /at/; /c/ /at/.

The sounds in the word go /c/ /at/,

Can you guess the new word?

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will individually split a group of counters into two parts and then count the counters in the two part-sections.



Key Concepts

Review: Split



Materials Needed

Identical counters —7 per child

*Part-part-whole mats—1 per child

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts. We know that when we split something, we divide it into smaller parts.

EXPLAIN: Today each of us will practice splitting a whole group of circles (counters). We will use our part-part-whole mats.

[Give each child a part-part-whole mat and five counters.]

We each have five circles. Let's put our circles in the whole-section of our mat and then count our circles to make sure we all have five.

ACT: *[Lead children in counting the number of counters as they point to each one. Say again the number five when you finish counting.]*

Now we are going to split our whole group of five circles. Let's put three circles in the first part-section of our mat and two circles in the second part-section of our mat.

[Provide sufficient time for children to move their counters. Help as appropriate.]

Let's count all of our circles in our two part-sections to be sure we still have five circles.

[Count on as you lead children in counting the two parts together.]

Now we are going to try it again a different way. Let's again put our five circles in the whole-section of our mat.

[Provide sufficient time for children to move their counters. Help as appropriate.]

This time when we split our circles we are going to put one circle in the first part-section of our mat and four circles in the second part-section of our mat.

[Observe children as they split the counters into two parts. Help if appropriate. Then count on as you lead children in counting the two parts. Say again the number five when you finish counting.]

Provide each child with seven counters.]

Now we each have seven circles. Let's put our circles in the whole-section of our mat and then count our circles to make sure we have seven.

[Lead children in counting their counters as they point to each one. Say again the number seven when you finish counting.]

Let's split our group of circles. Please put three circles in the first part-section of your mat. Then please put the rest of your circles in the second part-section of your mat.

[Provide sufficient time for children to move their counters. Help as appropriate.]

We had seven circles in the whole-section of our mat. Now the circles are in the part sections of our mat. Three of our circles are in one part-section of our mat.

- How many circles do we have in the second part-section of our mat? (four)
- How many circles do we have all together on our mat? (seven)

Let's count our circles to make sure each of us has seven.

[Count on as you lead children in counting counters in the two part-sections together. Say again the number seven when you finish counting.]

RECAP: Today we practiced splitting groups of circles. We counted the two parts together to make sure we had the same number of circles as our whole group of circles.



Scaffolding Tips

Extra support ■ Model counting on as you point to each item in each part. Encourage children to point to each item while counting together.

Enrichment ■ If children readily split and count groups of 5–7 counters, try splitting groups of 8–10 counters. ■ Encourage the children to split the group of seven counters any way they wish (individually) and then count on to make sure each has seven.

123 Center Activity

Supply *part-part-whole mats and counters. Invite children to practice splitting a whole group of counters and then counting both groups together by counting on.

*Printables provided



Family Child Care

School-age children may enjoy helping young children split different identical items during the day and then practice counting both groups together by counting on. Examples: identical blocks, identical play food items.

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Perspective-taking

Children will understand what it means to consider another person's perspective.



Key Concepts

Review: Emotion



Materials Needed

Peter's Chair by Ezra Jack Keats



Also Promotes

Language/Literacy

BEGIN: Today we are going to read a book that will help us talk about what other people may be thinking or feeling. We know that a feeling is also called an emotion.

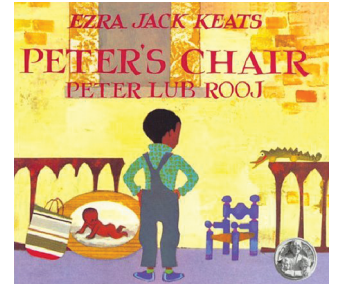
EXPLAIN: Our book is about a boy named Peter. The title of our book is *Peter's Chair*. It was written and illustrated by Ezra Jack Keats.

[Display book cover.]

ASK: What do you think our book might be about?

[Follow-up prompt, if needed: "What is the boy looking at?"]

ACT: [Read the book, pausing to describe illustrations directly related to the text and respond to children's questions.]



After reading the book, return to each of the pages described below. Display the page's illustration when you talk about it.]

ASK: Let's talk about what Peter may be thinking or feeling about having a new baby sister.

[Peter's mom asked him to play quietly because there is a new baby in the house:]

- How do you think Peter felt when his mom asked him to play quietly because there is a new baby in the house? Why?
- What do you notice about Peter's face? (frown)

[Peter's dad painted the high chair:]

- What do you think Peter felt or thought when he saw his dad painting his high chair pink for his baby sister Susie? Why?

[Peter decided to run away with his chair:]

- Why do you think Peter ran away with his chair? (so his parents could not paint it pink)
- How do you think Peter felt when he took his chair, his dog Willie, and some other things outside? What do you think Peter was thinking?

[Peter and his dad painted Peter's chair pink:]

- Peter did not want his little chair to be painted pink. But after he spent some time outside, he came back to the house and told his



dad he'd like to help paint his little chair pink for Susie.

- Why do you think Peter changed his mind about painting his little chair pink for Susie? (it was too small for him to sit in)
- Have you ever changed your thinking or feeling about something? What happened?

RECAP: Peter had many different thoughts and feelings about having a new baby sister. We can better understand Peter and his situation when we think about what has happened, his feelings, and his thoughts. One of the things we learned is that people may change their ideas about something.



Scaffolding Tips

Extra support ■ It may be helpful to re-read or describe the specific part(s) of the book used for discussion questions with children.

Enrichment ■ Invite children to describe what Peter's mother may have been thinking or feeling at a specific point in the story. Examples: "What do you think Peter's mother thought or felt when she called Peter for lunch but Peter pretended he could not hear her?" "What do you think Peter's mother thought or felt when Peter came back into the house?"



Center Activity

Provide the book used during today's activity and encourage children to retell the story.



Family Child Care

Encourage school-age children to share with younger children one or more wordless picture books to tell a story that provides opportunities for children to consider what some book characters may be thinking or feeling. Some examples of wordless picture books that include characters with clear facial expressions include: *The Lion and the Mouse* by Jerry Pinkney, *Chalk* by Bill Thomson, and *A Boy, a Dog, and a Frog* by Mercer Mayer.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand that many types of animals live in a forest habitat.



Key Concepts

Review: Forest



Materials Needed

- *6 pictures as shown
- *Class book page—1 per child
- Drawing tools



Also Promotes

Language/Literacy

*Printables Provided



Optional Reading

Over in the Forest: Come and Take a Peek by Marianne Berkes

BEGIN: We are learning about a forest. Remember, a forest is a habitat covered with trees and other plants.

- ASK:**
- What is something green that can be found in a forest? (leaves, plants, etc.)
 - How about something brown? (trees, sticks, soil, etc.)

EXPLAIN: Today we will learn about some of the animals that live in a forest.

[Display six pictures of forest animals where they can be seen by all children.]

These are pictures of some animals that live in a forest. Let's see how many we know.

[As you point to each animal, ask if children know its name. Then point to the name on the picture and say the animal's name.]

The six animals shown in our pictures are just some of the animals that can live in a forest. There are many other types of animals in a forest.

Let's talk about some of the characteristics of the animals in our pictures.

ASK: *[Invite children to describe specific parts of each animal or animals you think would be of greatest interest. Examples:*

- *What color is the tail of the chipmunk?*
- *What do you think the tail would feel like?]*

EXPLAIN: We are going to make a class book. Each one of us can make one page of our book.

Each of us can choose what forest animal we want to draw on our page. We can also write the name of the animal on our page. Let's write as much of the name as we can. I will help you.

When we are done drawing, I will staple the pages together to make a book. Each of us will have a special page in



Exploring Habitats *continued*



Science

our class book about the animal we chose. Each of us will be an illustrator of our class book!

ACT: *[If children are unable to write the animal's name, encourage them to tell you the name of the animal as you write it on the line. Children may use the displayed picture of the animal as a guide as they draw. The activity is not intended to promote copying the displayed pictures.]*

As children finish their pages, show them how you combine their work to make a class book. Place the book in the library center for children to read and enjoy.]

RECAP: Today we learned about some animals that live in a forest habitat. We also made a class book about forest animals. Our class book is in the library center so we can read and enjoy it!



Scaffolding Tips

Extra support ■ In the opening segment of the activity, display the Day 1 picture of a forest if it seems children would benefit from a visual reminder. ■ As children draw their pictures, point out details for them to consider including, if appropriate. Examples: color of the animal and body parts.

Enrichment ■ Encourage children to label one or more of the body parts of the animal in their picture. ■ Invite children to name some of the letters on each animal picture shown.



Center Activity

Provide a tent or tent-like arrangement that includes one side or flap open for viewing occupants of the space. Supply various toy animals that live in a forest. Invite children to pretend they are camping out in the forest!

If regulations prevent you from providing a tent or tent-like arrangement in your classroom, provide various toy animals that live in the forest in the block center. Encourage children to make homes for their animals.



Family Child Care

School-age children may enjoy designing the cover of the book made in today's activity.



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 L.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter L 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 L card.]

What is the name of this letter?

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

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

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.



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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will identify the missing number of magnets when a whole group of magnets is split into two parts.



Key Concepts

Review: Split



Materials Needed

*Magnetic part-part-whole mat used on Day 1

8 small magnets

1 set of numeral magnets

Basket

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts. We know that when we split something, we divide it into smaller parts.

EXPLAIN: Today we are going to use our part-part-whole mat to play a hiding game. Remember, our mat has a place for the whole group and sections for two parts.

Let's first put a group of six magnets in the section of our mat for the whole group.

ACT: *[Invite a volunteer child to place six magnets in the whole-section of the mat. Lead children in counting the number of magnets as you or the volunteer child point to each one. Say again the number six when you finish counting.]*

Now let's find the number six in our basket of number magnets and place it in the section of our mat for the whole group. It will go next to our group of six magnets.

[Invite a different volunteer child to find the numeral six magnet and place it next to the group of six magnets in the section of the mat for the whole group.]

Point to the numeral magnet and smaller magnets as you describe the following:]

We know that this is the number six. It is in the same section as our six small magnets. Let's count our small magnets together. 1, 2, 3, 4, 5, 6.

Let's think about our group of six magnets.

[Place the six magnets from the whole group in the palm of your hand. Leave the numeral six magnet in the whole-section of the mat.]

I am going to put some of the magnets in a part-section of our mat. I am going to hide the rest of our magnets in my hand.

[Place four magnets in a part-section of the mat and keep the remaining two magnets in your hand hidden from view.]

I put some of the magnets in a part-section of our mat. The rest of the magnets are hiding in my hand. Let's count the number of magnets I put in the part-section of our mat.

[Lead children in counting the number of magnets in the part-section of the mat as you point to each one. Say again the number four when you finish counting.]

We have four magnets in the part-section of our mat. The whole group section of our mat has the number six.

How many more magnets do we need in the other part-section of our mat to equal six magnets all together? (two)

[Show the two magnets in your hand that remain from the original group. Place the remaining magnets in the second part-section of the mat.]

Let's count all of our magnets to make sure they equal six. We need six magnets all together to equal the same number in our whole group.

[Count on as you count magnets in the two part-sections together.]

We started with six magnets. I put four magnets in one part-section of our mat. We figured out that we needed two more magnets in the second part-section to equal six in our whole group.

Let's try it again.

[Repeat the game with seven magnets and then with eight magnets in the whole group. Continue to use the terms "whole" and "parts" during discussion.]

RECAP: Today we played a hiding game. We started with a whole group of magnets. Then we split the magnets into two parts. I placed some of the magnets in a part-section of our mat and kept the other part hiding in my hand. We counted the number of magnets in the part-section of our mat and figured out how many magnets I was hiding in my hand.



Scaffolding Tips

Extra support ■ If children have difficulty determining the missing part, begin with smaller whole groups, such as two or three. ■ Omit the segment with seven and then eight magnets if you anticipate this will be too challenging for most children.

Enrichment ■ If children quickly identify the missing number of items, use slightly larger whole groups.

123 Center Activity

Invite pairs of children to play the hiding game. Provide a collection of magnets and the *part-part-whole mat used in today's activity. Invite children to together count the number of magnets in a whole group. Then encourage one child to hide part of the group of magnets in his/her hand and the other child to first count the remaining magnets in the whole group and determine the number of magnets in the group that is hidden. Encourage children to take turns.

*Printables provided

Family Child Care

Invite school-age children to practice the activity with younger children. Invite children to find a group of items, count them together with younger children, and then hide one part of the items. Encourage younger children to determine the number of items in the hidden part.

The hiding game is an adaptation of the Corduroy's Pocket, Inside and Out activity described in the following source: Dougherty, B. J., Karp, K., Caldwell, J. H., & Kobett, B. (Eds.). (2014). Putting essential understanding of addition and subtraction into practice, pre-K-2. Reston, VA: National Council of Teachers of Mathematics.



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge
Perspective-taking

Children will strengthen their understanding of what it means to consider another person's perspective.



Key Concepts

Review: Emotion



Materials Needed

*3 pictures as shown

*Printables provided

Be Prepared: Today's activity includes discussion of what different children in various pictures may be feeling or thinking. There are no right or wrong answers. Encourage children to communicate a range of ideas. Also encourage children to respect the ideas of others. Please resist any tendency in the discussion to come to a group agreement on what a pictured child may be thinking or feeling.

BEGIN: Yesterday we read a book called *Peter's Chair*. Our book was about Peter's feelings and thoughts about having a new baby sister Susie. We know that the way we feel is called an emotion.

EXPLAIN: Our book helped us talk about what Peter thought or felt about having a new baby.

I have some pictures of different children working with things in their classroom. Let's talk about what each child may be thinking or feeling.

[Display picture of two children working with puzzles.]

The two children in this picture are working with puzzles.

[Point to child who is moving a puzzle part.]

- ASK:**
- What do you think the boy might be thinking?
 - What do you think he might be feeling? (happy, excited)
[Point to child who is looking up from the puzzle work.]
 - What do you think the girl might be thinking?
 - What do you think she might be feeling? (sad, frustrated, disappointed, angry)



EXPLAIN: [Display picture of children working with Mega Bloks™ and plastic toy animals.]

The two children in this picture are working with Mega Bloks™ and plastic toy animals.

ASK: [Point to child holding an item.]

- What are your ideas about what this child is thinking?
[Point to child looking at items on the floor.]
- What are your ideas about what this child is thinking?





EXPLAIN: Let's look at one more picture of different children. The children in this picture are working with Waffle Blocks™.

[Display picture of children working with Waffle Blocks™.]

ASK: [Point to child who appears upset.]

- What do you think the child holding the block might be feeling?

[Point to other child in picture.]

- What do you think this child might be feeling?

[Display the three pictures in a row. Point to the pertinent picture as you describe each.]



EXPLAIN: We looked at three pictures of different children working with things in their classroom.

In the first picture, the children were doing puzzles. In the second picture, the children were working with Mega Bloks™ and plastic toy animals. In the third picture, the children were playing with Waffle Blocks™.

ASK: Do you think the children in our pictures were all having the same thoughts or feelings? (no)

EXPLAIN: Let's talk about what the children in one of our pictures might be thinking or feeling.

ACT: *[Invite a volunteer child to choose a picture to talk about. Draw children's attention to the picture selected by the volunteer child so all children can focus on the pictured children as the volunteer child describes differences.]*

If necessary, prompt the volunteer child to describe what each pictured child may be thinking or feeling.

If children seem unclear about differences in the experiences of children in the same picture, repeat this procedure with one or both remaining pictures, with a different volunteer child.]

ASK: *[Display picture of children working with Mega Bloks™ and plastic toy animals.]*

- Let's pretend you would like to join the two children in this picture in working with Mega Bloks™ and plastic toy animals. What would you say or do? (Do you need any help? Can I join?)

[Display picture of children working with Waffle Blocks™.]

- Here is a pair of children working with Waffle Blocks™. Let's pretend you would like to work with Waffle Blocks™. Would you want to join the children in this picture in working with Waffle Blocks™? Why (or why not)? What would you do?



(ask to play with the child who seems happy; ask the child who seems upset if he needs help)

EXPLAIN: We know there are many things we can do to get along well with others. Paying attention to what someone may be thinking or feeling can help us make good choices in playing with others.

RECAP: Today we talked again about what someone may be feeling or thinking. We remembered that Peter changed his mind about painting his little chair pink for his baby sister. We learned that different children can have different thoughts or feelings when they play with the same kinds of toys together. Paying attention to what someone may be feeling or thinking can help us get along well with others.

Scaffolding Tips

Extra support ■ In the discussion of how children might join others in playing with toys, it may be helpful to remind children of ways to ask someone to play (Week 1, Day 3). ■ If some children say they would not want to play with a child who appears upset, you may wish to indicate that sometimes a good choice is to play with a different group of children or play by oneself.

Enrichment ■ Invite children to recall an experience when he/she had a different feeling than another child about the same activity. Example: One child felt excited about painting his/her shoebox house and another child felt sad because she/he wanted to do something else in the room.

Center Activity

Provide materials similar to those in the pictures and the *pictures used in today's activity. Encourage children to describe how their feelings are similar or different from the children in the pictures.

*Printables provided

Family Child Care

Invite school-age children to describe their feelings toward different scenarios. Encourage younger children to say if they have a similar feeling toward the scenario.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic types of animal homes in a forest.



Key Concepts

New: Shelter
Burrow



Materials Needed

*10 pictures as shown (6 from Day 2, 1 shown in Extra Support tip)

*Printables provided



Optional Reading

A Log's Life by Wendy Pfeffer

BEGIN: Yesterday we learned about some of the animals that live in a forest. Today we will learn about some different types of homes forest animals live in.

EXPLAIN: Animals in all habitats have homes. We learned that some animals that live in water use a shell as their home. We also learned that some animals that live in a desert make their home underground to keep cool in the heat. Remember, a desert can be a very hot place.

ASK: What do we do in our own home? (eat, sleep, play games, etc.)

EXPLAIN: A home gives shelter. **Shelter** protects living things from something that may hurt them. Our homes have a roof and walls that protect us from storms and really cold or hot weather. Our homes also provide shelter for animals or plants that live in our homes. The homes that forest animals live in also provide shelter.

Forest animals make their homes in many different places.

Let's look at three pictures of animal homes in a forest.

[Display and discuss, one at a time, three pictures of forest animal homes as described below.]



- Forest floor: This is a forest floor. It has many plants and trees.
- Hole in tree: Here is a picture of a hole in a tree. This is a home for some animals in a forest.
- Burrow: This hole is called a burrow. A **burrow** is a hole or tunnel in the ground, made by an animal. A burrow is the animal's home under the ground.

[Display the six Day 2 pictures of forest animals. Invite children to say the name of each pictured animal. Repeat or say the correct name after children offer a name.]

Let's figure out what kinds of animals would live in each of the homes shown in our pictures.



raccoon



chipmunk



rabbit



deer



squirrel



fox

- Forest floor: What animals might live on the floor of a forest? (deer) How could a forest floor provide shelter for an animal? (animal can hide behind trees and other plants)
- Hole in tree: What animals might live in a hole in a tree? (raccoon, squirrel) Why? (they can climb)
- Burrow: We know a burrow is a hole or tunnel in the ground. What forest animal might make and live in a burrow? (chipmunk, fox, rabbit) Why? (they can dig) How would a burrow provide shelter for an animal? (cannot be seen, out of bad weather)

RECAP: Every habitat has different kinds of animal homes for animals. Animals in a forest might make their homes in trees, in burrows in the ground, and on the forest floor. Each home provides shelter for the animal.

Scaffolding Tips

Extra support ■ Display and describe *picture of an animal's underground home in the desert to help children recall how an underground place provides shelter from desert heat. ■ Remind or introduce children to other uses of the word shelter: animal shelter, picnic shelter, shelter-in-place.

Enrichment ■ Encourage children to compare their own homes to homes of different animals. What do animals do in their homes? Are those the same things people do in their own homes? ■ Invite children to suggest other animal homes that might be found in a forest. (nest, den, or cave) ■ Encourage children to think about how plants support an animal's home. Example: "How do trees, shrubs, twigs, and other things found on a forest floor help a bird make a nest?"



Fennec Fox Burrow

WEEK

28

DAY

3

Exploring Habitats *continued*



Science



Center Activity

Invite children to prepare a tasty treat for a bird! Provide pipe cleaners and Cheerios® cereal. Encourage children to string the cereal on the pipe cleaner. Twist the ends of the pipe cleaner together and encourage children to hang it on a tree!



Family Child Care

Take a walk with the children to look for animal homes. Look for spiderwebs, holes in the ground, nests, and other types of animal homes.



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will blend the initial sound (onset) with the remaining sounds (rime) in one-syllable words. Children also will understand the name and sound of the letter L.



Key Concepts

Review: Beginning sound



Materials Needed

Chart paper
Marker
*Letter L card
*4 letter L picture cards
Chart from Day 2
Children's letter journals
Writing tools—1 per child
List of children's first names for display to children

*Printables provided

BEGIN: We are learning how to put together two different sounds to make a word. We know a beginning sound is the first sound we hear in a word. On Day 2 we put different beginning sounds with the rest of a word. We added the /f/ sound to the beginning of "ox." What word does this make?

EXPLAIN: Today we will practice putting together two different sounds to make a word. Let's start with this sound: an. Let's say together the sound "an."

ACT: [Use the following steps to help children practice blending the sounds listed below, beginning with "an":

- say again the rime (an) and invite children to repeat the sound
- say the initial sound (onset) of one of the words listed below the rime, and invite children to repeat the initial sound only (example: /p/)
- blend the initial sound and the remaining sounds, emphasizing its two parts (example: p-an)
- invite children to repeat the word (pan)

After helping children practice blending sounds with the "an" rime, introduce the "ill" rime and use the above steps to help children blend different beginning sounds (onsets) as shown below.]

Rimes	<u>an</u>	<u>ill</u>
	p-an	d-ill
	c-an	f-ill
	f-an	h-ill
	m-an	m-ill
	D-an	p-ill
	r-an	b-ill
	t-an	s-ill
		t-ill
		w-ill

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

[Display letter L card.

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

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

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

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

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

ASK: What is our word that begins with the letter L? (letters)

ACT: The letter L says /l/, just like at the beginning of the word "letters." /l/, /l/, letters. Let's say that together: /l/, /l/, letters.

I have two pictures of things that begin with the letter L. 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 lion. The letter l 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 L and write them on our chart. Remember, the letter L says /l/, /l/.

[Help children by suggesting other words that begin with l. Examples: library, like, living, life.]

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

We use two lines to make an uppercase L. We begin by making a straight line down and then a line across.

[Give each child his/her letter journal.]

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



RECAP: Today we practiced putting together two different sounds to make a word.

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



Scaffolding Tips

Extra support ■ In the blending practice segment, repeat the steps for blending the sounds of a specific word before introducing a different set of sounds (new word). Example: Help children blend “p-an” several times before inviting them to blend “c-an.” ■ When you introduce “ill” as a rime, children may indicate this means feeling sick. Enthusiastically recognize they are “right,” and explain that we are adding different beginning sounds to the “ill” sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Say the following words, one at a time. Invite children to say the beginning sound and then the rest of the sounds in the word: horse (h-orse), fox (f-ox), rat (r-at), bat (b-at), bull (b-ull), cow (c-ow). ■ Some children may be interested in your demonstrating and describing how to make a lowercase l. Example: “A lowercase l is made with one straight line down.”



Center Activity

Provide letter magnets that show letters children have learned. Also provide strips of paper in the sensory table. Cover the letter magnets with the paper strips. Encourage children to name each letter as it is found.



Family Child Care

Invite children to draw pictures of items as you add a beginning sound to a rime. Example: “Let’s think about the sound ‘at.’ I’m going to add the beginning sound /k/ to ‘at.’ What should we draw? (cat) If we add a beginning sound /h/ to ‘at,’ what should we draw now?” (hat)

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will individually split a group of counters representing two different colors into two parts, and count the counters in the two parts without paying attention to their color.



Key Concepts

Review: Split



Materials Needed

Counters of 2 different colors—4 of each color per child

*Part-part-whole mats—1 per child

Various small counting items (see Enrichment tip)



Also Promotes

Self-Regulation

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts. We know that when we split something, we divide it into smaller parts.

EXPLAIN: Today each of us will practice splitting a whole group of circles (counters). We will use our part-part-whole mats.

[Give each child a part-part-whole mat and five counters: three counters of one color and two counters of a second color.]

We each have five circles of two different colors. Let's put our circles in the whole-section of our mat and then count our circles to make sure each of us has five.

ACT: *[Lead children in counting the number of counters as they point to each one. Say again the number five when you finish counting.]*

Now we are going to split our whole group of five circles. Let's put the three (color) circles in the first part-section of our mat and the two (color) circles in the second part-section of our mat.

[Provide sufficient time for children to move their counters. Help as appropriate.]

Let's count all of our circles in our two part-sections to be sure we still have five circles. We will not pay attention to the different colors when we count our circles.

[Count on as you lead children in counting the two parts together.]

Now we are going to try it again a different way. Let's again put our five circles in the whole-section of our mat.

[Provide sufficient time for children to move their counters. Help as appropriate.]

This time we will split our circles by putting one circle in the first part-section of our mat and four circles in the second part-section of our mat. We will not pay attention to the colors of our circles.

[Observe children as they split the counters into two parts. Help if appropriate. Then count on as you lead children in counting the two parts. Say again the number five when you finish counting.]

Provide each child with eight counters: four of one color and four of a second color.]

Now we each have eight circles. Let's put our circles in the whole-section of our mat and then count our circles to make sure we have eight.

[Lead children in counting their counters as they point to each one. Say again the number eight when you finish counting.]

Let's split our group of circles. Please put three (color) circles in the first part-section of your mat. Then please put the rest of your circles in the second part-section of your mat.

[Provide sufficient time for children to move their counters. Help as appropriate.]

We had eight circles in the whole-section of our mat. Now the circles are in the part-sections of our mat. Three of our (color) circles are in one part-section of our mat.

- How many circles do we have in the second part-section of our mat? (five)
- How many circles do we have all together on our mat? (eight)

Let's count our circles to make sure each of us has eight.

[Count on as you lead children in counting counters in the two part-sections together. Say again the number eight when you finish counting.]

RECAP: Today we practiced splitting groups of circles.

- Did we pay attention to the color of our circles when we counted? (no)
- Was it hard to not pay attention to the color of your circles when you counted them?



Scaffolding Tips

Extra support ■ Model counting on as you point to each counter in each part. Encourage children to follow your lead in pointing to each counter while counting together. ■ Omit the segment using eight counters if you anticipate it will be too challenging. Repeat the first segment where two counters are put in one part-section and three counters are put in the second part-section. This time, mix the colors in each part so each part-section has both colors of counters. ■ In the segment with eight counters, some children may be tempted to put counters of the same color in each of the two part-sections. Remind children we are putting five counters in the second part-section of the mat. One of the five counters in this part-section will be a different color than the other four counters.

Enrichment ■ Repeat segments of the activity with a whole group of 6–7 different small counting items. Examples: small blocks, cubes, counting bears. Encourage children to focus on the number of items rather than the characteristics of the items.

WEEK

28

DAY

4

Counting Things *continued*

123
Mathematics

123 Center Activity

Supply *part-part-whole mats and various manipulatives. Invite children to practice splitting a whole group of different manipulatives and then counting both groups together by counting on.

*Printables provided

Family Child Care

School-age children may enjoy helping younger children split different items during the day and then practice counting both groups together by counting on. Examples: different play food items, people and/or animal figures.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will understand the meaning and characteristics of the American flag.



Key Concepts

New: American flag
Respect



Materials Needed

American flag
F Is for Flag by Wendy Cheyette Lewison
Paper—1 per child
Crayons (red, white, blue)



Optional Reading

The American Flag by Tyler Monroe

BEGIN: [Begin the activity by holding an American flag.]

What is this?

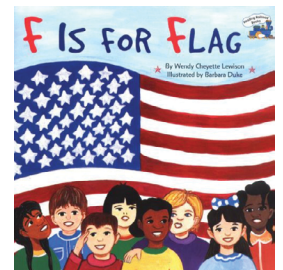
This is the American flag. Each country in the world has a flag. I am holding the flag for our country. Our country is the United States of America.

- ASK:**
- What do you see on our flag? (colors, stripes, stars, etc.)
 - Where can we see the American flag in our community? (child development centers, schools, homes, post offices, etc.)

EXPLAIN: The **American flag** stands for our country's land and people. When we see this flag, we know that it stands for the United States.

[Hang the flag in a place that is visible to all children.]

We are going to read a book called *F Is for Flag*. Our book was written by Wendy Cheyette Lewison. This book will tell us some important things about the American flag.



ACT: [As you read the book, pause to describe pictures. Point to the flag on each page.]

EXPLAIN: Many people salute the flag. One way we can show respect for our country is to salute our flag. Showing **respect** for something means we think highly of it.

ACT: [Demonstrate how to salute the flag by placing your right hand over your heart. Invite children to salute the flag.]

EXPLAIN: People also can show respect for their country by flying their country's flag. People fly a flag by putting it at the top of a pole or hanging it on a building, like a house, so the flag can move in the air.

[Point to 2–3 flags in the book being flown.]

If there is insufficient time for the following activity, consider using it as an additional center activity.



The U.S. Army/flickr.com/(CC BY 2.0)



We are going to draw a picture of the American flag.

ASK: What colors should we use to draw our flag?

ACT: *[Give each child a piece of paper. Be sure each child has red, white, and blue crayons. Children should not be expected to include the precise number of stars and stripes. Children also should not be expected to make an accurate rendition of the American flag. It is okay if younger children wish to make scribbles with the red, white, and blue crayons.]*

RECAP: Today we learned about the American flag. We read a book that described each part of the flag. We even made our own flags!

[Display children's flags in the classroom.]



Scaffolding Tips

Extra support ■ After reading the book, it may be helpful to point to and describe key characteristics of the flag displayed in your classroom (stars, stripes, colors).

Enrichment ■ Explain that we do not let the flag touch the floor or ground when it is carried. A flag touching the floor or ground shows disrespect.



Center Activity

Provide red, white, and blue play dough and play dough tools. Encourage children to make an American flag. It is okay if children mix colors when creating with play dough.



Family Child Care

Show children the proper way to fold a flag. Supervise as they practice.

WEEK

28

DAY

4

Moving Our Bodies



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will roll their bodies.



Key Concepts

New: Roll

Review: Front
Back



Materials Needed

Floor mats (see Be Prepared)



Also Promotes

Self-Regulation

Be Prepared: Today's activity requires a larger safe space for children to learn or practice rolling. A grassy outside play area is preferred. If indoor space is used, floor mats are important for providing a cushion.

BEGIN: We are learning different ways to move our bodies. Usually we use our legs, feet, and sometimes our hands to move our body from one place to another place. Today we are going to move our bodies without using our legs or our feet!

ASK: How can we move from one place to another place without using our legs or our feet?

EXPLAIN: Today we will move our bodies by rolling. We **roll** something by turning it over and over. We can roll our bodies by lying flat on the ground or floor, putting our legs close together and our arms to our sides, and turning our body over and over.

ASK:

- Have you ever rolled your body on the ground or floor?
- What was it like?

ACT: *[Invite a volunteer child to demonstrate as you describe rolling.]*

Let's talk about each part of rolling our bodies.

- We lie on the floor or ground.
- We put our legs together.
- We put our arms at our sides or against our chest.
- We turn our bodies over.

ASK:

- What do our eyes see when we lie on our backs? (the sky, the ceiling)
- What do our eyes see when we lie on the front of our body? (the floor, the ground)

ACT: Let's all practice rolling from the back of our body to the front of our body. First we lie on our back, and then we roll so we are lying on the front of our body. We will roll one time.

[Invite children to lie on the floor or ground. Provide sufficient spacing between children. Remind children to put their legs together and their arms at their sides or against their chest. Request that children roll one time, from their back to their front.]

Now let's roll from our front to our back. Try to move your body in the same direction you used for moving from your back to your front.

[Remind children to keep their legs together and their arms by their sides or on their chest. (See Extra Support tips)]

Moving Our Bodies *continued*



Let's roll twice. We will lie on our backs, roll to our front, and roll one more time to our backs. Let's move our bodies in the same direction each time we roll.

[If time and space permit, invite children to do several consecutive body rolls. Take turns if space is limited.]

RECAP: Today we moved our bodies from one place to another place without using our feet or our legs. We rolled our bodies on the ground. There are lots of ways we can move our bodies.



Scaffolding Tips

Extra support ■ Emphasize the location of front and back by pointing to the front and back of your body (and the volunteer child's front and back) when describing how to roll. ■ Positively acknowledge different ways in which children participate in the activity. Some children may not want to roll. When moving from front to back, some children may prefer to reverse their direction rather than continue moving in the direction they used for rolling from their back to their front. ■ If a child asks for help in rolling, gently put your hand on his/her hip to initiate a rolling movement. ■ Ask the volunteer child to demonstrate what it means to do two rolls in the same direction. ■ Place yourself near children who may need assistance in stopping a set of multiple rolls. ■ Point out that rolling is part of "Stop, Drop, Roll" if this fire safety procedure is practiced at your center.

Enrichment ■ Invite children to place their arms straight above their heads and roll with their arms out. Ask children about the difference between rolling with their arms at their sides and their arms above their head.



Center Activity

If adult supervision is available, invite children to practice rolling. Children can take turns rolling in a smaller, well-identified space. If a small hill and adult supervision are available in your outdoor space, children may benefit from comparing their rolling experiences on flat ground to a slight incline in the ground.



Family Child Care

If younger children in your setting want to join preschool-age children in rolling, encourage the younger children to use their hands and arms to help their bodies roll from front to back.

WEEK
28

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 L.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter L 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 L card.]

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

Letter L says /l/, just like in "letters." /l/, /l/, letters. Let's together say /l/, /l/, letters.

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

28

DAY

5

Understanding Words *continued*



Language/
Literacy

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will practice splitting a group of craft sticks into two parts and identifying the missing number of craft sticks when the whole group of sticks is split. Children also will identify numeral magnets that represent the number of craft sticks in the whole and part-sections of a part-part-whole mat.



Key Concepts

Review: Split



Materials Needed

8 craft sticks

*Part-part-whole mat

1 set of numeral magnets

Basket

*Printables provided

BEGIN: This week we are learning more about how to split a whole group of items into two smaller parts.

EXPLAIN: *[Display eight craft sticks (without counting them aloud) and place them in the whole-section of a part-part-whole mat.]*

There are craft sticks in the whole-section of our special mat. Let's count them to find out how many craft sticks we have.

ACT: *[Lead children in counting the number of craft sticks as you point to each one. Say again the number eight when you finish counting.]*

Let's find the number magnet that tells the number of sticks we have in the whole-section of our mat.

[Invite a volunteer child to find the numeral eight magnet in the basket of numeral magnets. Display the magnet and say again that it shows numeral eight.]

EXPLAIN: I am going to place some of the craft sticks in a part-section of our mat. I will hide the other craft sticks.

[Place five craft sticks in a part-section of the mat. Hide from view the other three craft sticks.]

- ASK:**
- How many craft sticks do we have in one of the part-sections of our mat? (five)
 - How many craft sticks are in the other part-section of our mat? (zero)

EXPLAIN: We had eight craft sticks in our whole group. Now we have five craft sticks in a part-section of our mat.

ASK: How many craft sticks are hidden?

EXPLAIN: *[Show the three craft sticks hidden from view. Place the three craft sticks in the second part-section of the mat.]*

We started with eight craft sticks in the whole-section of our mat. Then I hid three of the sticks and moved five sticks to a part-section of our mat.

Let's count all of our craft sticks to make sure we still have eight.

[Count on as you lead children in counting sticks in the two parts together.]

We still have eight craft sticks. Five of our sticks are in one part-section of our mat. Three craft sticks are in another part-section of our mat.

Let's find the number magnets that tell the number of sticks we have in each of the part-sections of our mat.

ACT: *[Invite two different volunteer children, one at a time, to find numeral five and numeral three in the basket of numeral magnets. Display each magnet and say again the numeral it shows. Invite the volunteer children to place the magnet numerals next to their respective craft sticks in the part-sections. Remove the eight craft sticks from the mat and return the numeral magnets to the basket.]*

Let's split our eight craft sticks again. First we will put our craft sticks in the whole-section of our mat.

[Invite a different volunteer child to put the eight sticks in the whole-section of the mat. Then lead children in counting the sticks while you or the volunteer child points to each.]

Next let's put some of the sticks in one of the part-sections of our mat and hide the other sticks. This time, I would like someone else to decide how many sticks to put in a part-section of our mat.

[Invite a different volunteer child to put some craft sticks in one of the part-sections of the mat and put the remaining sticks behind his/her back. Encourage the child to decide the number of craft sticks to put in a part-section.]

How many craft sticks did (volunteer child) put in a part-section of our mat?

Let's count the sticks on our mat.

[Lead children in counting the craft sticks in a part-section of the mat as you or the volunteer child point to each. Say again the number of sticks when you finish counting.]

We started with eight craft sticks. There are now ____ craft sticks in a part-section of our mat.

How many craft sticks is (volunteer child) hiding?

[After children offer a number(s), invite the volunteer child hiding the craft sticks to place them in the other part-section of the mat. Then lead children in counting the previously-hidden sticks as you or the volunteer child point to each one. Say again the number of sticks in this part-section of the mat when you are finished counting.]

We can find the two number magnets that show how many craft sticks we have in the two part-sections of our mat.

[Invite two different volunteer children, one at a time, to find the appropriate numeral magnets in the basket. Display each magnet and say again the numeral it shows. Place the magnets by their respective craft sticks.]

(Child's name) split our craft sticks and then hid some of the craft sticks. Let's make sure we still have eight craft sticks.

[Lead children in counting on as you point to each stick in the two part-sections of the mat. Say again the number eight when you finish counting.]

RECAP: A whole group of things can be split into two parts in different ways. We practiced splitting a group of craft sticks and figuring out how many sticks were missing. We also found the number magnet that shows how many sticks we have on our mat.



Scaffolding Tips

Extra support ■ Use 4–5 sticks in the first segment if you anticipate splitting eight sticks (and identifying a missing number) will be too challenging. ■ If a volunteer child has difficulty finding the appropriate numeral magnet in the basket, ask another child to help (but not take over). ■ If children need additional experience in finding the missing part, practice splitting small groups of sticks into two parts and hiding one part for children to identify. ■ Children may benefit from an illustration of dividing a desired group of items between two children. Examples: six balls or four toy cars.

Enrichment ■ If children readily determine the missing part, try a slightly larger whole group of craft sticks.

123 Center Activity

Supply *part-part-whole mats, beads, and numeral magnets. Invite children to choose a numeral magnet and count out the same number of beads to be placed in the whole-section of the mat. Then invite children to split the whole group of beads into two parts.

*Printables provided



Family Child Care

Encourage children to practice finding the missing part of a whole group outdoors. Invite school-age children to give each younger child a whole group of 5–8 rocks, leaves, or sticks and then hide part of the group. Invite children to determine how many items are in the missing part.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will understand the purpose of the "Pledge of Allegiance" and the national anthem.



Key Concepts

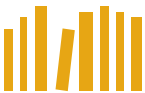
New: "Pledge of Allegiance"
National anthem
Brave

Review: Respect



Materials Needed

American flag
Recording of the national anthem
Music player



Optional Reading

I Pledge Allegiance by Bill Martin Jr. and Michael Sampson

BEGIN: [Draw children's attention to the classroom display of children's pictures of the American flag.]

Look at all of the pictures we drew yesterday. What did we draw?

How can people show respect for our country's flag? (salute the flag, fly the flag)

Remember, when we show respect for something, we think highly of it.

EXPLAIN: Today we will talk about some other ways people can show respect for our country.

[Demonstrate standing with your hand over your heart, looking at the American flag, when you ask the following question:]

ASK: Have you ever seen people look at the American flag and say something together with their hand over their heart? How did it work?

EXPLAIN: What people say together is called the "Pledge of Allegiance."

The "**Pledge of Allegiance**" is a poem written more than 100 years ago. The poem tells what is special about the United States. People can show their respect for our country by saying the "Pledge of Allegiance."

A pledge is a promise. People promise to be loyal to the United States of America when they say the "Pledge of Allegiance." We are loyal when we support our country or a friend or a family. The word "allegiance" means we are loyal. Allegiance is a big word. Let's together say the word allegiance: al-le-gi-ance. We promise to always support our country when we say the "Pledge of Allegiance."

The "Pledge of Allegiance" has many big words in it. The words tell us our country believes we are strongest when we stay together and help each other out. The words tell us that every person who lives in this country can be free and make his or her own choices. The words also tell us that everyone in our country should be treated fairly by our laws. Last week we talked about how laws help people be treated fairly.

ACT: I am going to say the "Pledge of Allegiance." You can say the pledge with me if you wish. I am going to put my right hand over my heart and look at our flag. People stand if they can

The Pledge of Allegiance

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."



when they say the “Pledge of Allegiance.” If people are wearing a hat, they take off their hat and hold it over their heart with their hand.

EXPLAIN: People may also sing a song called the national anthem when they look at the American flag and put their hand over their heart. A **national anthem** is a special song that people sing to show respect for their country. Let’s listen to the national anthem of the United States. The song has important words that describe how people feel about our country.

ACT: *[Play a recording of the first part of the national anthem.]*

- ASK:**
- Have you heard the national anthem before?
 - The national anthem talks about “broad stripes and bright stars.” What do you think the stripes and stars are about? (the American flag)

EXPLAIN: Our country’s national anthem also has words about “the home of the brave.” People who are **brave** have a lot of courage and keep going even when things are scary or hard. The song says our country is a home for brave people.

ASK: Who are some brave people you know?

RECAP: Today we learned more ways people show respect for our country. We learned about a poem called the “Pledge of Allegiance.” We also listened to our national anthem. It is a song about things that are important to our country.

Scaffolding Tips

Extra support ■ When you talk about how everyone should be treated fairly by laws in our country, remind children of the discussion of how a special parking place for people with disabilities is fair because it helps people who get around in a wheelchair (or with other mobility supports) go into buildings (Social Studies Week 26, Day 5) ■ Children may benefit from your replaying parts of the national anthem as you discuss the words to the song (“broad stripes and bright stars,” “home of the brave”).

Enrichment ■ Explain that people can make a pledge (promise) to other people or groups they belong to. Example: Children usually make a pledge to a scouting organization. ■ Explain that each star on the American flag is for one of the 50 states in our country. Tell children the name of your state and show a picture of your state flag.

WEEK

28

DAY

5

Exploring Where We Live *continued*



Center Activity

Supply painting tools: paper; and red, white, and blue paint. Invite children to paint an American flag.



Family Child Care

At pickup time, encourage children to tell family members about the "Pledge of Allegiance" and the national anthem.



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice rolling their bodies.



Key Concepts

New: Lumberjack
Log

Review: Roll



Materials Needed

Floor mats (see Be Prepared)

Masking Tape



Also Promotes

Self-Regulation

Be Prepared: Tape a set of parallel lines on the floor about five feet long. Children will roll one at a time between the two lines. Place the lines about four feet apart or whatever distance best accommodates most children's skills in doing one or two complete rolls. Offer several separate sets of lines on the floor if there is another adult to help and space is available. Floor mats provide important cushion for rolling.

BEGIN: Yesterday we moved our bodies from one place to another place without using our legs or our feet. How did we move? (rolled)

EXPLAIN: Today we will pretend we are lumberjacks and logs. A **lumberjack** is a person who cuts down trees. After a tree is cut down, the wood is called a **log**. Sometimes a lumberjack rolls the logs to where the logs are stored until a truck picks them up.

One of us will pretend to be a log and the other person will pretend to be a lumberjack. Everyone will have a turn to be a log and a lumberjack.

ASK: What does a lumberjack roll? (a log)

EXPLAIN: [*Point to lines on floor as you describe them.*]

There are lines on our floor. The lines tell us where the lumberjack will roll the log. Our lumberjacks have to roll the logs gently so our logs don't get hurt. Listen carefully to what we do.

- Each of us will work with a partner. We will begin at one of the taped lines. One partner is a lumberjack; the other partner is a log.
- The pretend log lays on the tape. The pretend log keeps his/her legs together and arms at the sides of his/her body or tightly against the chest.
- The lumberjack gently taps the side of the log.
- Our pretend log rolls to the other line on the floor. Then the lumberjack and log change places. The lumberjack becomes the log, and the log becomes the lumberjack, and the game starts over.

ACT: [*Form pairs of children and assign log and lumberjack roles for the first try. Remind children how to roll, if necessary. Continue the rolling practice as interest and time permit.*]

RECAP: Today we practiced rolling our body by pretending we were a log.



Scaffolding Tips

Extra support ■ When you introduce the word log, remind children that sometimes we play with pretend logs (Lincoln Logs™) at home or in our classroom (if available). ■ Invite a volunteer child to help you show the actions of the lumberjack and log if it seems children would benefit from a demonstration. ■ Demonstrate a gentle tap on the side of a child in a pretend log position.

Enrichment ■ After each pair has a turn, some children may welcome more challenge (more consecutive rolls) by placing the parallel lines further apart. Another option is to keep the lines in the same position and invite a pretend log to roll a little too far and then return to the designated spot (second line) by rolling in reverse (roll back).



Center Activity

Provide a variation of the main activity by having the lumberjack pretend he/she rolled too many logs. After the pretend logs reach the destination (the other line, where an imaginary truck is to pick up logs), the lumberjack announces "Oh no! I rolled one too many logs. Our truck cannot carry another log. The log needs to roll back!" The lumberjack moves to the other side to gently tap the pretend log for a return roll to the original line.



Family Child Care

Younger children may enjoy parallel play by rolling pool noodles as preschool-age children engage in the activity.