

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

123

Mathematics

Counting Things

- How to sort ourselves by hair color and by favorite animals, then count to find out which group has the most and fewest (Day 1)
- How to count, organize, and present information on a chart (Days 2–5)

Self-
Regulation**Paying Attention**

- How to concentrate on our breathing while stretching our bodies (Day 1)
 - Practicing two yoga poses

Social-
Emotional**Understanding Feelings**

- How we understand what someone else may be feeling because we have also felt that way (Days 2–3)
- How some children felt when different things happened (Day 3)

Social
Studies**Exploring Where We Live**

- When we vote, we make a choice together that will affect everyone in our group (Day 4)
- The thing with the most votes is the winner (Day 5)

Creative
Expression**Doing Drama**

- How to imitate the voices of an adult, a baby, and characters in *Goldilocks and the Three Bears* (Day 1)
- How to imitate facial expressions of others (Day 2)
- How to imitate body movements of others (Day 3)

Physical/
Health**Moving Our Bodies**

- Practicing some different ways to move through a pretend forest (Day 4)
- Practicing how to walk next to and around two lines of pretend trees (Day 5)

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter L card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

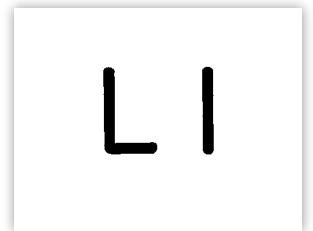
Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words in the book you intend to define for children across three days of reading 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 L card.]

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

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

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



EXPLAIN: Now let's read a book!

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

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand how to learn new information by sorting and counting.



Key Concepts

New: Most
Fewest

Review: Sort



Materials Needed

Prepared chart paper (see Be Prepared)

*2 pictures as shown (see Be Prepared)

*Printables provided

Be Prepared: Organize a simple, two-column chart as shown on the next page. Include a picture of elephants and a picture of a lion. You will also need a second set of the same two pictures to hang on the wall.

BEGIN: I see ___ different colors of hair among children in our classroom today. I see brown hair, and black hair, and blonde hair. Do you see any other colors of hair in our room?

ASK: How can we determine how many of us have black hair, brown hair, blonde hair, or _____ hair? (count)

EXPLAIN: A good way for us to count the number of different colors of hair in our classroom is to first sort ourselves by hair color. Remember, when we sort something, we put things into different groups.

ACT: Let's sort ourselves by hair color. If you have brown hair, please stand over here. If you have blonde hair, please stand over here. If you have black hair, please stand over here.

Is there another color of hair in our group?

Now let's count how many children are in each group. We will find out which group has the most, and which group has the fewest. When a group has the **most** of something, it has more than any other group. When a group has the **fewest** of something, it has the smallest amount.

[Move to each group and count the number of children in each group as you gently tap each child on the shoulder. Invite children to count with you. Restate the number of children in a group after counting each group.]

- Which group has the most children?
- Which group has the fewest children?
- How do we know? (we counted and compared)

EXPLAIN: *[Gather children into a large group again.]*

Now we are going to sort ourselves another way. I have some pictures of animals.

[Display and name the picture of elephants and the picture of a lion.]

I am going to hang these pictures in different places in our classroom.

[Hang each picture in a location that is highly visible. Place each picture high enough so all children can see it. Avoid hanging a picture near the door. As you hang the pictures, tell children which picture is being hung.]

Examples: "I am going to hang the picture of the elephants on the cabinet." "I am going to hang the picture of the lion on this bulletin board."

We are going to decide which is our favorite of the two animals. We will pick an animal that is in one of our two pictures.





ACT: *[Ask each child to name his/her favorite of the two animals and then stand next to the picture of that animal.]*

Now each of us is standing near one of our two animal pictures.

How can we find out which animal picture has the most people standing by it? (count the people in each group)

Please stay by the picture of your favorite animal as we count the number of children in each group.

[Move to each group and count the number of children in each group. Invite children to count aloud with you. Restate the number of children in a group after counting each group. Below the picture of each animal on the chart paper, make a tally mark for each child in the group. Point out that you are making a tally mark for each person who was counted in the group. Write below the tally marks the numeral that represents the number of tally marks in each section. See example.]

Elephant	Lion
	
 9	 12

When you have finished, invite children to join you to look at the chart paper.]

Which animal group had the most children?

RECAP: Today we practiced sorting and counting. We sorted ourselves by hair color and by favorite animal. Then we counted to find out which group had the most and fewest. A group with the most of something has more than another group. A group with the fewest of something has the smallest amount.



Scaffolding Tips

Extra support ■ As you count groups, point to or gently tap each child as you count. ■ Some children may benefit from explicit comparison of groups with more or fewer children. Consider lining up children in each group into a row. Example: "There are six children in the lion group row. There are 10 children in the elephant group row. The number 10 is more than the number six."

Enrichment ■ In the favorite animal comparison activity, encourage children to figure out how many children would be needed in the smaller group for the two groups to be equal. Example: If there is a group of five and a group of 10, ask children how many more people would be needed to make the two groups equal.

123 Center Activity

Provide a basket of items to sort. Encourage children to sort the items in different ways. For example, first sort by color, then sort by size, then sort by type.



Family Child Care

Encourage school-age children to draw pictures of favorite animals. Try the main activity again with the new animal pictures. You may also wish to try sorting children by favorite food, color, or toy.

Paying Attention



Self-Regulation

Be Prepared: Today's activity will involve children trying two yoga poses. If possible, provide yoga mats.

3-5 YEARS

Large Group



Skill and Goal

Concentrate

Children will strengthen their understanding of how to use yoga to concentrate on their breathing and bodies.



Key Concepts

Review: Patient
Yoga
Pose



Materials Needed

Feather
The ABCs of Yoga for Kids
by Teresa Power
Yoga mats—1 per child
(see Be Prepared)

BEGIN: Let's have some quiet time together so we can concentrate on our breathing and body. This will help our mind to calm down and help us with our self-control.

ACT: [*Spread out children so each child has personal space. When all children are arranged, turn out the lights in the classroom.*]

Let's begin by concentrating on our breathing. As we breathe in and out, let's put our hand on our stomach to feel how it moves as we breathe. Let's practice breathing while feeling our stomach move in and out.

Let's take a deep breath.

In, 1, 2, 3, out, 1, 2, 3.

If you want, you can close your eyes to help you relax.

Breathe in through your nose, and breathe out through your mouth.

In, 1, 2, 3, out, 1, 2, 3.

In, 1, 2, 3, out, 1, 2, 3.

When you breathe in, bring the air all the way down to your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Your hand on your stomach should move up and down as you breathe.

In, 1, 2, 3, out, 1, 2, 3.

Please keep breathing in slowly and breathing out slowly.

Feel your body starting to relax. Your eyes are feeling heavier and heavier as you keep breathing all the way to your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Now we are going to focus on our hands and arms. Pretend that you have two small oranges, one in each hand. Pretend you are squeezing the oranges to make orange juice. Tighten your fists as much as possible. Pretend you are squeezing the oranges as hard as you can. Okay, there's no more juice left in the oranges. Now please relax your hands.

Now I will use a feather to pretend there is a butterfly landing on our nose. We will need to wait patiently for the butterfly to land on our



nose. Remember, when we are patient, we wait our turn without talking or moving around or getting upset.

[As you talk about the butterfly, gently move around the room and touch each child's nose with a feather.]

Oh! Wow! Here comes a beautiful butterfly. The imaginary butterfly will visit each of us. We need to be patient. Our imaginary butterfly will fly around your head and land on your nose. Don't touch our imaginary butterfly with your hands, because we might hurt him. Instead, try to get the butterfly to move off of your nose by scrunching up your nose and face.

Wrinkle up your face really hard when our imaginary butterfly lands on your face. Then relax your face when the butterfly moves away. You will feel the muscles in your face relax.

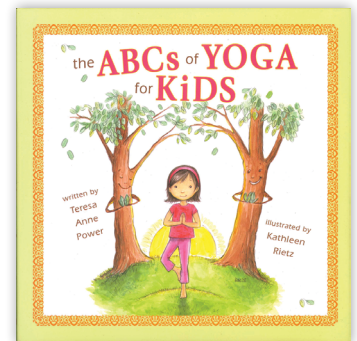
[At the conclusion of the breathing activity, ask children to stay in their own personal space.]

EXPLAIN: Let's use some of our quiet time to practice some yoga. Remember, when people do yoga, they concentrate on their breathing while stretching their bodies into different poses.

Let's do the yoga poses we learned several weeks ago. We know that a pose is a way of holding our body. Here are the two yoga poses we have done.

ACT: *[From the book, display illustrations of yoga poses done in Week 23, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.]*

Now let's look at the pictures of other poses in our book about yoga. We will try some different yoga poses in the book and concentrate on our breathing while we do them.



[Choose two poses from the book to demonstrate to children. Read sections of the book that focus on the two poses. Discuss how the child's body is posed in each picture. Example: "This is called the cat pose. How does the girl's body look like a cat?"

Show children the picture of the first chosen pose from the book. Demonstrate the pose and then invite children to try it. Remind children to take three deep breaths as they hold the pose. Repeat the pose with three deep breaths. Then show children the picture from the book of the second chosen pose and use the same approach for children. Repeat the pose with three deep breaths.]

Paying Attention *continued*



RECAP: We are learning to calm our minds and use good self-control by concentrating on our breathing and our bodies. We did some yoga poses. Yoga helps us concentrate on our breathing while stretching our bodies. Which yoga pose helped you the most in calming your mind?



Scaffolding Tips

Extra support ■ If children have difficulty with the yoga poses you demonstrate, help by gently placing their bodies in the desired position.

Enrichment ■ If children are comfortably holding a pose while taking three deep breaths, invite them to take more deep breaths (up to five, if they wish). ■ Invite children to demonstrate a pose in the book. Encourage others to try the pose also.



Center Activity

Place one or two yoga mats in an area of the room, along with pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1; Week 14, Day 1; Week 23, Day 1). If you do not have access to yoga mats, use a blanket. Play quiet, peaceful music and invite children to practice the poses.



Family Child Care

Invite children in your setting to do partner yoga. Encourage one child to do a yoga pose and the other child to mimic the pose of the first child. Encourage children to take turns being the first to do a yoga pose. Provide *The ABCs of Yoga for Kids* by Teresa Power for children to use as a reference.

Doing Drama



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to imitate the voices of characters in a story.



Key Concepts

New: Imitate

Review: Drama
Character



Materials Needed

2 puppets

**Goldilocks and the Three Bears* cutouts (see Be Prepared)

**Goldilocks and the Three Bears* story (see Be Prepared)



Also Promotes

Language/literacy

*Printables provided

Be Prepared: Prepare the provided *Goldilocks and the Three Bears* cutouts. If possible, laminate for durability. Affix a hook and loop fastener to the back of each cutout for use on a flannel board.

Become familiar with the provided *Goldilocks* story in advance of the activity, so you do not need to use a script. The story is at the end of this activity plan.

BEGIN: *[Introduce the activity with the following conversation between two puppets, one on each hand. Be sure to use two different voices, one for each puppet:]*

Puppet 1: Hi, everyone! Today we are going to learn more about drama.

Do you remember the word “drama”?

Remember, drama is when one person or a group of people tell a story through their words and actions. People pretend they are someone else when they do drama.

Puppet 2: I like to tell stories! Can I learn about drama?

Puppet 1: Sure! We can all learn about drama together!

Puppet 2: Yay! Let’s all learn about drama!

[Change to your regular voice.]

EXPLAIN: Playing with puppets is one way we can do drama. We can pretend our voice is a puppet’s voice.

I used my voice in different ways when I made the puppets talk.

- ASK:**
- How could I change my voice to make my puppet sound like a grown-up man?
[Encourage children to pretend to speak like an adult man.]
 - How could I change my voice if I wanted to make my puppet sound like a baby?

[Encourage children to make the sounds of a baby.]

EXPLAIN: Sometimes we want to sound or act like a specific character when we tell a story. Remember, a character is a person or an animal (or creature) in a story or book.

When we pretend we are someone or something else, we are imitating. **Imitate** means to sound like or look like someone or something else. We just had fun imitating the voice of a grown-up man and the sounds of a baby. We imitate someone or something else when we pretend we are a certain character.



ASK: How could we use our voice to imitate the sounds of a dog?

[Encourage children to bark or whine like a dog.]

EXPLAIN: We change our voice so people know which character we are pretending to be. We need to bark or whine like a dog if we want people to know we are pretending to be a dog.

I am going to tell you a story. Listen carefully as I imitate the voices of different characters in the story.

ACT: *[Use the flannel board and cutouts (see Be Prepared) to tell the story of Goldilocks and the Three Bears located at the end of this activity plan. Use a different voice for each of the characters. Examples: low tone for Papa Bear, higher tone for Baby Bear.]*



ASK: How did my voice let you know which character I was pretending to be?

[Encourage children to describe voices used for each character.]

ACT: Let's all pretend to be the different characters in the story by changing our voices.

[Say a short set of memorable words said by each character. Hold up the character you are imitating. Example: "Somebody has been sitting in my chair." Then invite children to repeat the line with you, using a voice that represents the character.]

RECAP: We are learning how to use our voice in different ways to pretend we are someone or something else. We imitated the voice of a grown-up man and the sounds of a baby. We also imitated the voices of characters in *Goldilocks and the Three Bears*. Imitating voices is part of doing drama.



Scaffolding Tips

Extra support ■ Encourage children to imitate the sound of a cat (or kitten) in addition to imitating the sound of a dog. ■ In the *Goldilocks* story, explain that porridge is a hot cereal like oatmeal.

■ Children may benefit from a brief explanation and demonstration of voices used for the three bears. Example: "Papa Bear has a deep voice because he is a big grown-up. Baby Bear has a high voice because he is a smaller and younger bear."

Enrichment ■ Encourage children to try more than one voice for each character in the story. Example: Papa Bear could have a low voice or a rough-sounding voice. ■ Invite children to suggest memorable words (lines) said by story characters to imitate when you review the voices of the three bears.



Center Activity

Provide puppets and encourage children to tell different stories (or make up stories) while changing their voices.



Family Child Care

Read familiar stories that have multiple characters. Change your voice to represent different characters in the story. Encourage children to imitate the voice you use or to use a voice they think would sound like a character. School-age children may wish to join younger children in this activity. Another option is to encourage children to use different voices for the story that they record at home with their family. Invite children to share the recording and book in your setting.

Goldilocks and the 3 Bears



Once upon a time there were three bears who lived in a house in the forest. There was a great big father bear, a middle-sized mother bear, and a tiny baby bear.

One morning, their breakfast porridge was too hot to eat, so they decided to go for a walk in the forest. While they were out, a little girl named Goldilocks came to their house. She knocked on the door but there was no answer. So she pushed the door open and went inside.

On the table were three bowls of porridge; one great big bowl, one middle-sized bowl, and one little bowl.



Goldilocks was hungry, so she tried some of the porridge from the great big bowl. But it was too hot.

Goldilocks then tried some of the porridge from the middle-sized bowl. But it was too cold.

Finally, she tried some of the porridge from the little bowl. It was just right and so delicious that she ate it all up.



Next, Goldilocks went into the parlor where she found three chairs; a great big chair, a middle-sized chair, and a little chair. Goldilocks sat in the great big chair, but it was too hard. She then sat in the middle-sized chair, but it was too soft. Finally, Goldilocks sat in the little chair, and it was just right! As she rocked in the little chair, it broke into pieces!

Goldilocks then went upstairs, where she found three beds. There was a great big bed, a middle-sized bed, and a little bed. She was feeling very tired, so she climbed into the great big bed. The great big bed was too hard. So she tried the middle-sized bed, but it was too soft. Finally she climbed into the little bed. It felt just right, all cozy and warm. In no time, at all Goldilocks fell fast asleep.

In a little while, the three bears came back from their walk. When they opened the door, they saw that someone had been there. Papa Bear looked around and said in his great big Papa Bear voice, "Somebody has been eating my porridge!"

Then Mama Bear said in her quiet gentle voice, "Somebody has been eating my porridge."

Then Little Bear said in his little voice, "Somebody has been eating my porridge, and they ate it all up!"



Goldilocks and the 3 Bears *continued*



Then the three bears went into the parlor. Papa Bear looked at his great big chair and said in his great big Papa Bear voice, "Somebody has been sitting in my chair!"

Mama Bear looked at her chair and said in her quiet gentle voice, "Somebody has been sitting in my chair!"

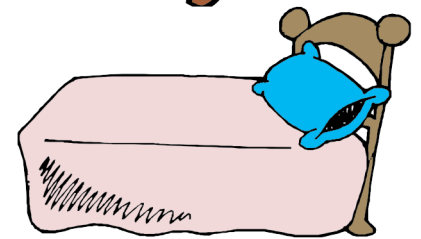
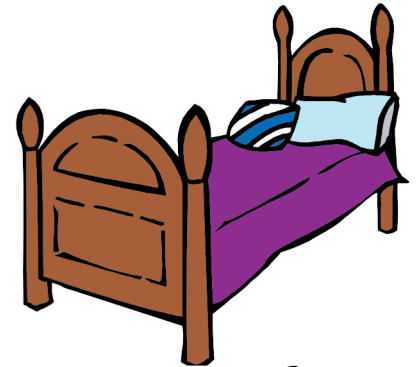
Little Bear looked at his chair and said in his little voice, "Somebody has been sitting in my chair, and now it is broken to pieces!"

Then the three bears went upstairs, and Papa Bear saw at once that his bed was untidy. Papa Bear said in his great big Papa Bear voice, "Somebody has been sleeping in my bed!"

Mama Bear saw that her bed, too, had the blankets turned back. She said in her quiet gentle voice, "Somebody has been sleeping in my bed!"

Then Little Bear looked at his bed and said in his little voice, "Somebody has been sleeping in my bed, and she's still there!"

He squeaked so loudly that Goldilocks woke up. She jumped out of bed, and away she ran, down the stairs and out into the forest. And the three bears never saw her again.





3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify a one-syllable word by blending its initial sound (onset) with the remaining sounds (rime). Children also will identify and name the letter N.



Key Concepts

Review: Number



Materials Needed

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

*Printables provided

BEGIN: Last week we made new words by adding a beginning sound. Listen carefully as I say "at." Now I'm going to add the sound /r-r-r-r/ to "at." Listen carefully: "r-r-r-r...at, r-r-r-r...at, r-r-r-r-at." Let's say together the "r-r-r-r" sound. What is the new word? (rat) We made the word "rat" by adding /r-r-r-r/ to "at."

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

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

- say again the rime (all) 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: /b/)
- blend the initial sound and the remaining sounds, emphasizing its two parts (example: b-all)
- invite children to repeat the word (ball)

After helping children practice blending sounds with the "all" rime, introduce the "in" rime and use the above steps to help children blend different beginning sounds (onsets) as shown below. Offer as many words as time and child interest permit. Use a mix of the three rimes listed below, based on children's responses.]

Rimes	all	in	ice
	b-all	p-in	r-ice
	w-all	b-in	d-ice
	c-all	w-in	m-ice
	f-all	f-in	l-ice
	h-all	s-in	
	m-all	t-in	
	t-all		

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

[Display letter N card.]

ASK: Does anyone know the name of this letter?

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

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

N n



This is an uppercase N.

We can also write the letter N like this.

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

This n is a lowercase n.

We are learning about numbers. We know that a number tells us how many.

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

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

Let’s all say the word “number.”

[Invite a volunteer child to point to the letter n in the word “number.”]

Let’s look at the very first letter of our name. Pop up if you have the letter N at the beginning of your name. Remember, names begin with an uppercase (big) letter. The word “name” also begins with the letter n!

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

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

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

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

We also learned about the letter N. What word begins with the letter N? (number)



Scaffolding Tips

Extra support ■ If children need assistance in identifying the word, continue to blend the onset-rime until children determine the new word.

Enrichment ■ Try words made with onset blends. Examples: /pl/-/ate/, /fl/-/ame/, /cl/-/am/.

WEEK

29

DAY

2

Understanding Letters *continued*



Language/
Literacy



Center Activity

Provide *picture cards that are familiar to children. Encourage children to sort the cards by beginning or ending sound.

*Printables provided



Family Child Care

At pickup time, provide children with both parts of a word and see if family members can guess the word. Example: Whisper in a child's ear, "See if your parent can figure out this word as you say the beginning sound first, then the remaining sound. /p/-/in/."

This activity is informed by the following source: Reading Rockets (n.d.). Blending and segmenting games. Retrieved from http://www.readingrockets.org/strategies/blending_games

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will organize information on a chart.



Key Concepts

New: Organize

Review: Sort



Materials Needed

3 kinds of play food

Craft sticks—1 per child

Toy dog, cat, and fish—1 of each

Marker or crayon—3 different colors

2 pieces of chart paper (see Be Prepared)

Be Prepared: Create a chart with three play food items at the bottom of the paper. Also, create a chart with three toy animals at the bottom of the paper. See a completed food chart example in activity plan. Save the charts completed in today's activity for Day 5.

BEGIN: Today we will practice counting and sorting things. We know that when we sort something, we put things into different groups.

EXPLAIN: [Place toy food items on the table for all children to see. Space apart.]

On our table are different kinds of play food. Let's look at each kind of food.

- ASK:**
- What kinds of foods do we have?
 - Have you ever eaten these kinds of food?

EXPLAIN: Now let's talk about which of these three foods is our favorite. We will each use a craft stick to show our favorite food. Let me show you.

My favorite food on the table is a (food). I am going to put my craft stick above the (food).

Now let's all choose our favorite food from the foods on the table.

ACT: [Invite each child to name his/her favorite food from the foods provided and place his/her craft stick above the food.]

What can we do to find out which group has the most craft sticks? (count)




[Lead children in counting the number of craft sticks in each group. Restate the total number when you finish counting a group.]

EXPLAIN: Now let's organize our information. Our information is the number of craft sticks above each type of food. We can **organize** our information by putting it in a certain area or order. We will organize our information on our chart.

[Display chart. Point to each area on the chart as it is described.]

Our chart has a picture of each food item along the bottom. There are spaces above each food item. We will color the number



3	5	2
		

of spaces that match the number of craft sticks in each group. Then we will write the number at the top of our chart.

[Count again the number of craft sticks in each group. Color in the corresponding number of spaces above each play food item. Use the same color within a column but a different color for each of the three columns. Example: food A column is all red, food B column is all yellow, food C column is all blue.]

Write the number of craft sticks in each group at the top of the chart. Point out that the number you are writing tells the number of craft sticks we counted. See example chart on the previous page.]

ASK: Let's talk about what we learned.

- Which food was the favorite of the most children? How do we know?
- Which food was the favorite of the fewest children? How do we know?

EXPLAIN: We learned that (food) is the favorite food of the most people in our group!

[If time permits:]

Let's count and then organize our information on a chart one more time, using different items.

We have three different toy animals. We have a toy dog, a toy cat, and a toy fish. We will put our craft stick above our favorite animal. Let me show you.

My favorite animal on the table is a (animal). I am going to put my craft stick above the (animal).

Now let's all choose our favorite animal from the toy animals on the table.

ACT: *[Invite each child to name his/her favorite animal from the animals provided and place his/her craft stick above the animal.]*

How can we find out which group has the most craft sticks? (count)

[Lead children in counting the number of craft sticks in each group.]

EXPLAIN: Now we can organize our information on a chart. Our information is the number of craft sticks above each toy animal. We will talk about what we learned after we've organized our information on a chart.

[Display chart. Point to each area on the chart as it is described.]

Our chart has a picture of each animal along the bottom. There are spaces above each animal. We will color the number of spaces that match the number of craft sticks in each group. Then we will write the number at the top of our chart.

[Count again the number of craft sticks in each group. Color in the corresponding number of spaces above each toy animal. Use the same color within a column but a

different color for each of the three columns. Example: food A column is all red, food B column is all yellow, food C column is all blue.

Write the number of craft sticks in each group at the top of the chart. Point out that the number you are writing tells the number of craft sticks we counted. See example chart on the previous page.]

ASK: Let's talk about what we learned.

- Which toy animal was the favorite of the most children? How do we know?
- Which toy animal was the favorite of the fewest children? How do we know?

EXPLAIN: We learned that (animal) is the favorite animal of the most people in our group!

RECAP: Today we practiced counting and then organizing information on a chart. What information did we organize? We organized information about our favorite food and our favorite toy animal.



Scaffolding Tips

Extra support ■ Invite children to point to each craft stick as you count. Offer an explicit description of the numbers you write on the chart. Example: "I am writing the number 5. We know this is what number 5 looks like. There are 5 children in our room whose favorite animal is a cat."

Enrichment ■ Explain that our chart can also be called a graph. ■ Invite children to determine which group has the most or fewest by looking at the groups of craft sticks without counting.

123 Center Activity

Encourage children to sort items in the housekeeping center into two groups. Examples: food, clothing, toys.



Family Child Care

Sort and group items throughout the day. Example: Talk about foods during lunch. Which food is the favorite?

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Perspective-taking

Children will understand the concept of empathy.



Key Concepts

New: Empathy



Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We are learning about different kinds of emotions.

[Display picture of child who appears to be happy.]

I think the girl in this picture might be feeling happy. She is smiling. Her eyes are wide open. She looks like maybe she's been clapping her hands.

- ASK:**
- What are your ideas about how the girl in this picture might be feeling?
 - Have you ever felt happy?
 - What made you feel happy?



EXPLAIN: Sometimes we understand how someone is feeling because we also have felt the same way before.

Maybe the girl in our picture is happy because she just found out a family member she has not seen for a long time is coming to visit. We may know what it feels like to have a grandparent or other family member visit.

I understand how the girl in this picture might be feeling because I have also felt happy about something. When we have felt the way someone else is feeling, it helps us to have empathy with someone.

We say we have **empathy** when we understand how someone else is feeling. Let's together say the word empathy: em-pa-thy.

[Share an example of how a child recently showed empathy in your classroom, if appropriate. Example: "Yesterday Alex cried after his mom dropped him off. Lia went over and gave him a hug. Alex was missing his mom. Lia understood how he felt because she has missed her mom before. Lia had empathy for Alex."]

[Display picture of child who appears to be sad.]

I think the boy in this picture might be feeling sad. He has a frown on his face. His head is down.

- ASK:**
- What are your ideas about how the boy in this picture might be feeling?
 - Have you ever felt sad?
 - I have empathy with the boy in this picture. What do I mean when I say I have empathy with the boy in this picture? (I understand how



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Understanding Feelings *continued*



the boy is feeling)

EXPLAIN: I have empathy with the boy in this picture because I have felt sad before. I know what it feels like to be sad.

[Display picture of girl looking with concern at a girl who appears upset.]

Let's talk about what we see in this picture.

[Point to the girl who appears upset.]



ASK: • What are your ideas about how this girl might be feeling? (sad, disappointed, frustrated)

[There is not a "right" answer about what the girl may be feeling. Encourage discussion of different possibilities without agreeing on one option.]

Point to girl who is looking with concern at the girl who appears upset.]

• What do you think the other girl might be thinking or feeling?

EXPLAIN: The other girl in our picture seems to be worried about the girl who is feeling upset about something. She is showing that she cares about her friend who seems upset.

ASK: What are some other things we might do to show someone that we care? (ask to play, offer to give a hug or other gentle touch)

RECAP: Today we learned about empathy. What does empathy mean? (we understand how someone is feeling because we also have felt what the person is feeling) Today we talked about having empathy with someone who is feeling happy or sad.

Scaffolding Tips

Extra support ■ If a child seems uncertain about the meaning of empathy, describe one or more common situations in which he/she may experience empathy. Examples: lost or misplaced a prized toy (sad), get to eat at a favorite restaurant (happy). For each situation, ask how a person who experiences the situation might feel and whether the child has also had this feeling. ■ Children may be familiar with the word "empathy" from watching *Sesame Street* (which teaches the concept).

Enrichment ■ Ask children to remember and describe a time when someone did something to show he/she cares about someone else. It could be a situation the children observed or a time when one of the children showed he/she cared about someone else.

WEEK

29

DAY

2

Understanding Feelings *continued*



Center Activity

Place on a table some or all of the *feelings cards. Invite children to say what the child in each picture seems to be feeling and why the child might be feeling that way. Invite children to think about whether they have empathy with the child shown in the picture. Remind children that empathy means we understand how someone else is feeling.

*Printables provided



Family Child Care

Encourage children to describe ways they've seen someone in your setting show that they care about someone else in your setting.

This activity is informed by the following source: Brennan, L. C. (2011). *Teaching perspective-taking skills to children with autism disorders*. PRO-ED, Inc.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to imitate facial expressions of others.



Key Concepts

New: Facial expression

Review: Imitate



Materials Needed

*Our Feelings poster



Also Promotes

Social-Emotional

*Printables provided

BEGIN: [Arrange children so they are sitting in pairs.]

What did we do with our voices yesterday when we pretended to be characters in the story of *Goldilocks and the Three Bears*? (we changed them to sound like a character)

EXPLAIN: Today we are going to practice imitating others by changing our facial expression. A **facial expression** is on someone's face. A facial expression can tell us what another person might be thinking or feeling.

When we pretend we are a character in a story, we usually imitate the character's facial expression and their voice. Remember, imitate means to sound like or look like someone or something else. Imitating someone else is usually part of doing drama.

ASK: What expression (or look) do you think was on Baby Bear's face when he said, "Somebody has been eating my porridge, and they ate it all up!"?

[Follow-up prompt, if needed: "Do you think Baby Bear would look happy?"]

ACT: [Encourage children to suggest ideas and to show others the expression (look) on Baby Bear's face.]

Explain there are many different kinds of facial expressions. Display the *Our Feelings* poster. Point to one picture on the poster and invite children to describe the facial expression in the picture. Then invite children to imitate the facial expression of the child on the poster. Repeat this with two or three other pictures on the poster. It is not necessary for children to be able to name the emotion. The intent is to practice imitating facial expressions, not name emotions.]



EXPLAIN: Now we are going to work with a partner to play a game of imitating each other's facial expressions. I will count to three and the first person will make a face. This is kind of like our "Silly Faces Song." We can make any kind of facial expression we want. We do not have to make a silly face. We can make one of the other faces we know.



Then I will count to two and your partner will imitate the facial expression you made. We will take turns making a face and imitating our partner's face.

Let me show you.

ACT: *[Invite a volunteer child to be your partner for the demonstration. Sit facing each other. Have another adult count to three. Make a face and hold it. Then have the other adult count to two and invite the volunteer child to imitate your facial expression.]*

Now let's try it with our partners! Please turn so you and your partner are facing each other. I will tap the shoulder of the person in each pair that will go first.

[Gently tap the shoulder of one person in each pair. You may wish to provide a reminder of how the game works.]

Encourage children to make a face when you count to three. Then count to two and invite the other child in the pair to imitate the first child's facial expression. Provide enough time for children to each have several turns making a face.]

RECAP: We are learning how to imitate another person's voice and facial expression. We usually imitate another person's voice and facial expressions when we do drama. Today we practiced imitating facial expressions. We can imitate someone's facial expression to show what a character might be thinking or feeling in a story.

Scaffolding Tips

Extra support ■ Pair yourself or a child who is skilled at making facial expressions with a child who needs support in imitating a facial expression. ■ If children seem uncertain about what type of face to make, offer two different familiar or common facial expressions for children to consider. Use the feelings poster as appropriate.

Enrichment ■ Encourage children to make two different facial expressions consecutively. Examples: mad face, happy face. Encourage the partner to imitate both.

Center Activity

Use *feelings cards that are linked to the Our Feelings poster. Place the cards face down on a table or on the floor. Invite one child to pick a card and, without showing the other children, imitate the facial expression on the card. Invite the other children to imitate the first child. Encourage children to take turns choosing a card.

*Printables provided



WEEK

29

DAY

2

Doing Drama *continued*



Family Child Care

Invite school-age children to read books or tell stories with multiple characters with different emotions. Example: *Snow White and the Seven Dwarfs*. As they read the books or tell the stories, encourage all children to show the facial expressions they believe represent each character.



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 N.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter N 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 N card.*]

What is the name of this letter?

[*Point to the uppercase letter N on the letter card.*]

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

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

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

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

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will organize information on a chart.



Key Concepts

New: Present

Review: Most
Fewest
Equal



Materials Needed

3 index cards (see Be Prepared)

Chart paper (see Be Prepared)

Bingo dotter (see Be Prepared)

Marker

Be Prepared: Before the activity, put a different color on each of three index cards. Write the name of the color used on each index card. Place the index cards at the bottom of a chart paper. Title the chart Our Favorite Color. The purpose of the horizontal lines on the chart is to help place the dots in an easier order for later counting. The colors included in the activity description are examples only. If possible, provide two Bingo dotters to facilitate children's putting a dot on the chart. Save the chart completed in today's activity for Day 5.

BEGIN: Let's think about some colors.

[For each of the following requests, ask children to please sit down after you have commented on the number of children who like a given color.]

- Please pop up if you like the color purple.
- Please pop up if you like the color green.
- Please pop up if you like the color pink.

EXPLAIN: Today we will think more about the colors purple, green, and pink. We will choose our favorite of these three different colors. Then we will organize information about our favorite color on our chart.

[Display Favorite Color chart. Point to and read the title of the chart. Point to each index card and read the color name written on the card.]

We will use our chart to organize our information. Each of us will choose our favorite of the three colors on the chart by putting a dot above the color we like the best.

We will each put a dot on the chart above our favorite color. I will go first.

My favorite of the three colors on the chart is (color). I will put my dot above the (color) card.

Our Favorite Color		
Purple	Green	Pink

ACT: [Invite children, one or two at a time, to use the Bingo dotter to put a dot above their favorite color on the chart.]

Now we have all of our dots on our chart. We have organized our information by putting dots above our favorite color.

What can we learn by counting the number of dots above each color? (how many people chose each color as their favorite)

[Lead children in counting together the dots above each color. Point to each dot as you count. Write the number of dots at the top of each column, similar to the Day 2 chart arrangement. Describe what the number means.]

EXPLAIN: The color with the most dots above it is the favorite color of the most children in our room. The color with the fewest dots above it is the favorite color of the fewest children in our room.

Now we can present our information. We **present** our information by telling others what we found. Our information is the number of children who picked each color as their favorite.

- ASK:**
- Which color is the favorite of the most children in our room?
 - Which color is the favorite of the fewest children in our room?

[Discuss any colors that may have an equal number of dots, and remind children that equal means they are the same, if appropriate. Point out that equal means the same number of children chose these colors as their favorite.]

RECAP: Today we used a chart to show our favorite color. What information did we learn by using our chart? (which colors were the favorite of the most and fewest children) We organized our chart by putting dots above our favorite color. Then we presented the information by telling what we found.



Scaffolding Tips

Extra support ■ In the opening segment, point to each color on the chart if you anticipate some children may be uncertain about a color. ■ As you count the dots above each color card, invite several children to help point to each dot as it is counted. ■ Offer an explicit description of the numbers you write on the chart. Example: "I am writing the number eight. We know this is what number eight looks like. There are eight children in our room whose favorite color is _____."

Enrichment: ■ Invite children to determine which group has the most or fewest by looking at the groups of dots without counting.

123 Center Activity

Provide each child a set of 20 different-colored Legos®. Encourage each child to sort the Legos® by color. After children have sorted the Legos®, invite them to line up each color group of Legos® side by side and count the number of Legos® in each group. Invite children to tell about the size of their groups.

WEEK
29

DAY
3

Counting Things *continued*



Family Child Care

Try today's main activity outside. Lay the chart on the ground and encourage children to get up and move when it is their turn. Example: "It's Hunter's turn. Please jump two times before you put your dot on the chart!"

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge
Perspective-taking

Children will strengthen their understanding of the concept of empathy.



Key Concepts

Review: Empathy
Embarrassed



Materials Needed

- *4 pictures as shown
- Several pieces of a train track
- *Printables provided

BEGIN: We are learning about empathy. What does it mean to have empathy? (we understand how someone else is feeling) Sometimes we can understand how someone is feeling because we also have felt the same way.

ASK: [Display picture of girl who appears to be happy.]

- We looked at this picture yesterday. Many of us have empathy with the girl shown in this picture. Why? (because she seems happy and we know what it is like to feel happy)



[Display picture of boy who appears to be sad.]

- Here is another picture we looked at yesterday. Many of us have empathy with the boy shown in this picture. Why? (because he seems sad and we know what it is like to feel sad)



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EXPLAIN: Today we will talk about having empathy with children when different kinds of things happen.

[Display picture of a teddy bear.]

Let me tell you about a boy named Austin. Austin's dad was going to read a book with him. The book was Austin's favorite book. Austin's favorite toy is a teddy bear. Austin wanted to hold his favorite toy while his dad read his favorite book, but he could not find his teddy bear. He looked and looked but could not find it anywhere.



ASK: • How do you think Austin felt when he could not find his favorite toy?

[Encourage children to describe different emotions without saying whether one is correct. Example: "What else might Austin have felt when he could not find his favorite toy?"]

- Have you ever not been able to find one of your favorite toys?
- How did you feel when you couldn't find your favorite toy?



- Some of us may have empathy with Austin when he could not find his favorite toy. What does it mean to have empathy with Austin? (understand how he feels)

[Display picture of Brianna drinking her milk.]

EXPLAIN: Now let's learn about a girl named Brianna. Brianna went to a restaurant with her family. She ordered a glass of milk. It was in a special glass without a lid! She accidentally bumped her glass and the milk spilled all over her plate and on the table.



Brianna felt embarrassed when she spilled her glass of milk. We know that when we feel embarrassed, we feel foolish in front of other people.

- ASK:**
- Have you ever spilled milk or had something happen that made you feel embarrassed? Tell us about it.
 - Some of us may have empathy with Brianna feeling embarrassed. What does it mean to have empathy with Brianna? (understand how she feels)
 - What are some things we might do to help Brianna feel better? (tell her that you spilled your drink at a restaurant once before too; help her clean up the milk; ask her if you can give her a hug)

EXPLAIN: *[Display pieces of a train track.]*

There is one more person I want to tell you about today. This person is Ethan.

Ethan wanted to build a train track during center time. He walked to the block center thinking about the special track he would make. When he got to the block center, four other children were already in the center. The classroom rule was that only four children could be in the block center at the same time. Ethan told the children in the block area that he'd like a turn to build. But the children told him they weren't ready to leave the block area.

- ASK:**
- How do you think Ethan felt when he could not build a train track?

[Encourage children to describe different emotions without saying one is correct. Some children may focus on disappointment or frustration in not being able to build a train track. Other children may focus on emotions related to peers not accommodating Ethan's interest.]

- Have you ever not been able to do something you really wanted to do?
- How did you feel when you couldn't do what you really wanted to do?



- Some of us may have empathy with Ethan when he could not build a train track. What does it mean to have empathy with Ethan? (understand how he feels)

RECAP: Today we talked about how some children felt when different things happened. Austin couldn't find his favorite toy, Brianna spilled her milk, and Ethan couldn't build a train track when he wanted to. Did you feel empathy with any of the children in these situations?

Scaffolding Tips

Extra support ■ If children seem confused by the concept of empathy, describe another example of a typical situation, such as a child feeling some physical pain when he/she stubs a toe while running outdoors. Ask children whether they know how the child who stubbed his/her toe feels. Explain that understanding how the child feels means we have empathy with the child.

Enrichment ■ Brianna felt embarrassed when she spilled her milk. Ask children if we need to have empathy with Brianna in order to say or do something that might help Brianna feel better? (no) Why? (we can offer ways to help someone feel better without feeling empathy with someone)

Center Activity

Provide materials for a pretend animal or baby hospital. Help foster empathy in children by encouraging them to care for the animals or dolls as they pretend the animals or dolls are hurt or not feeling well.

Family Child Care

Choose a few pages from *The Way I Feel* or *Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis. For each character illustrated on pages you select, invite children to talk about what the pictured person may be feeling and whether they have empathy with the person.

Doing Drama



3-5 YEARS

Small Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to imitate body movements of others.



Key Concepts

Review: Imitate



Materials Needed

None



Also Promotes

Physical/Health

Self-Regulation

Social-Emotional

BEGIN: *[Arrange children so they are sitting in a circle.]*

We are learning how to pretend we are a character in a story by imitating the character's voice and facial expressions. Remember, imitate means to sound like or look like someone or something else. We usually imitate someone else when we do drama.

EXPLAIN: Today we will practice imitating how someone moves parts of their body! I will show you what I mean.

[Choose a volunteer child to help demonstrate.]

I will count to three and then start moving my body. (Child's name) will start imitating what I am doing with my body by trying to do the same thing with his/her body.

ACT: *[Count out loud to three, and do a simple movement, such as marching, or pretending to row a boat or climb a tree. Encourage the volunteer child to imitate your movements. Then invite the child to sit down.]*

EXPLAIN: (Child's name) was imitating my movements. I was (your action) and he/she imitated me.

Now it is your turn to imitate some movements.

[Invite children to stand up.]

When I count to three one person will start moving his/her body. Then the rest of the group will imitate the movements. We will start with the person sitting next to me and move around the circle.

We will keep imitating the movements until I say "stop." Then the next person in the circle will move his/her body. Each of us will have a turn to choose a movement for others in the group to imitate.

ACT: *[Invite children to begin the activity. Move around the circle as each child takes a turn in moving his/her body for others to imitate. If a child does not wish to lead a movement, he/she may pass.]*

RECAP: Today we practiced imitating the movements of someone else. When we do this in drama, we move our bodies like the character we are pretending to be in a story. This week we imitated three different things! We imitated voices, we imitated facial expressions, and we imitated the body movements of someone else.

WEEK

29

DAY

3

Doing Drama *continued*



Scaffolding Tips

Extra support ■ If a child has difficulty identifying a body movement to do for others to imitate, offer a choice of two different movements. Example: "Takima, would you like to try tiptoeing or stretching your arms?" ■ Children may need a reminder that we take turns doing body movements that children in the group imitate.

Enrichment ■ Invite children to choose a character in a familiar storybook. Then invite each child to show others how the character might move. Examples: Little Red Riding Hood skips through the woods, the Very Hungry Caterpillar crawls and munches.



Center Activity

Encourage children to continue to make facial expressions and/or move their bodies as other children imitate them. You may wish to provide action prompts, such as pretending to open a box that has a surprise in it, getting caught in the rain, or playing a position in baseball.



Family Child Care

Encourage preschool-age and school-age children in your setting to take turns leading and imitating body movements. The activity could be organized as a *Simon Says* game.

Understanding Letters



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify a one-syllable word by blending its initial sound (onset) with the remaining sounds (rime). Children also will understand the name and sound of the letter N.



Key Concepts

Review: Slanted



Materials Needed

Paper bag

*6 pictures as shown

*Letter N card

*4 letter N 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 a lot about the sounds of words. Today we are going to focus on sounds in the names of some farm animals.

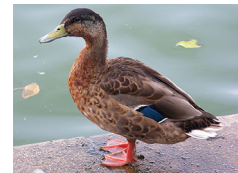
EXPLAIN: [Display and clearly say the name of each pictured animal (cow, pig, duck, cat, dog, goat) as you place each picture in a paper bag.]



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James Langiewicz/flickr/Used With Permission



thskyr/flickr/(CC BY 2.0)



ACT: I am going to sing the song "Old MacDonald Had a Farm." Each time I sing the song, I will say the name of a farm animal in a special way. Try to figure out which animal I am singing about. Let's try it!

[Pull an animal picture from the bag, being careful not to show children the picture. Sing the song as you emphasize the onset and rime segments of each animal name. Example:

"Old MacDonald had a farm, E-I-E-I-O.

And on that farm he had a /c/-/ow/, E-I-E-I-O!"]

What animal did old MacDonald have on his farm?

[After children have figured out the animal you were singing about, show the picture of the animal. Repeat the name of the animal, giving emphasis to the two sound segments. Continue singing the song as you pull a new animal picture out of the bag, one at a time. The two segments (onset and rime) of each word are listed below:]

c-ow p-ig d-uck

c-at d-og g-oat

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

[Display letter N card.

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

N n

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

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

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

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

ASK: What is our word that begins with the letter N? (number)

ACT: The letter N says /n/, just like at the beginning of the word “number.” /n/, /n/, number. Let’s say that together: /n/, /n/, number.

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



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

[Help children by suggesting other words that begin with N. Examples: nervous, neighborhood, nice, night.]

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

We use three lines to make an uppercase N. We begin by making a straight line up, then a slanted line down, and then another line up. Remember, a slanted line is a line that leans a bit to the side.

[Give each child his/her letter journal.]

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



RECAP: Today we figured out what animal I pulled out of a bag by listening to me sing the name of the animal in a special way.

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



Scaffolding Tips

Extra support ■ If children have difficulty identifying the animal in the song, say the onset and rime of the animal name again when you have finished singing the song. Then sing the part of the song that contains the name of the farm animal, giving emphasis to the two segments of the name. ■ If the prior tip is not sufficiently helpful, say the onset and rime segments of each word without the song. Invite children to figure out the animal name you said. Show the picture card as you repeat the two segments. ■ Use one or both of the remaining letter N picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite children, one at a time, to choose a farm animal picture card from the bag. Encourage each child to say the chosen animal’s name. Then invite the other children to say the two segments (onset and rime) of the animal’s name. ■ Sing a silly version of “Old MacDonald Had a Farm,” including animals that do not live on a farm. Examples: bear, seal, fish. ■ Some children may be interested in your demonstrating and describing how to make a lowercase n. Example: “A lowercase n is made with one straight line and one curved line.”



Center Activity

Provide *farm animal pictures used in today’s activity. Omit pictures with an initial blend (chick, sheep). Encourage children to sort the cards by initial sound.

*Printables provided



Family Child Care

Provide younger children with a set of *farm animal pictures used in today’s activity. Invite school-age children to sing the song and say the animal name as younger children hold up the animal card school-age children sing about.

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will use a chart to organize and present information.



Key Concepts

Review: Organize
Present



Materials Needed

- *Pom-pom charts—1 per pair of children as shown
- Red, green, blue pom-poms (see Be Prepared)
- Cups—1 per pair of children

*Printables provided

Be Prepared: Children participate in pairs in this activity. Each pair will need one small cup of pom-poms. Before the activity, place varying numbers of each color pom-pom (red, green, blue) in a small cup. Ensure that each cup has a different number of pom-poms of each color. Example: one cup may have two red pom-poms, five green pom-poms, and one blue pom-pom. Another cup may have four red pom-poms, two green pom-poms, and three blue pom-poms.

BEGIN: We are learning to use a chart to organize and present information.

Today we will use our own chart to organize some pom-poms. We will work with a partner.

[Place children in pairs. Give each pair one provided chart. Point to parts of the chart as you describe them.]

EXPLAIN: The title of our chart is How Many Pom-Poms? There are three different colors at the bottom of our chart. You and your partner will get three different colors of pom-poms in one cup. The colors are red, green, and blue.

[Display each color as you say its name.]

You and your partner will have a different number of pom-poms in your cup. Some of us may have more blue pom-poms, and some of us may have more green pom-poms.

[Give each pair of children a cup of pom-poms.]

We will take our pom-poms out of our cup one at a time. Then we will put our pom-pom above the same color on the chart. Let me show you first.

[Take one pom-pom out of a cup.]

ASK: What color is this pom-pom?

EXPLAIN: I will place it above the (color) rectangle on the chart.

[Put the pom-pom above the corresponding colored rectangle on your chart.]

You and your partner will take turns choosing a pom-pom from the cup and placing it above the correct color on the chart. When both of you have finished, count the number of pom-poms above each color on the chart.

ACT: *[Observe children as they take turns removing pom-poms from the cup and placing them on the chart. When each pair has finished, encourage them to count the number of pom-poms above each color on their chart.]*

Now we will take turns presenting our information. We can present our information by telling what we learned from our chart. Please tell us which color on your chart had the most pom-poms and which color on your chart had the fewest pom-poms.

[Call on each pair one at a time. If time permits, ask each pair to lead children in counting together the number of pom-poms above each color. Members of the pair can take turns pointing to each pom-pom.]

RECAP: Today we completed our own chart. We used our chart to organize and present information. What information did we learn by using our chart? (which color had the most pom-poms above it and which color had the fewest pom-poms above it) We organized our chart by placing our pom-poms above the same color on the chart. Then we presented the information by sharing what we found.



Scaffolding Tips

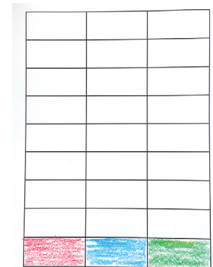
Extra support ■ As children count the pom-poms above each color, help them point to each pom-pom as it is counted, if appropriate.

Enrichment ■ Invite children to determine which group has the most or fewest by looking at the pom-poms without counting.

123 Center Activity

Supply *individual charts made on 8 ½ x 11 sheets of paper. If possible, laminate for durability. Invite children to color each section at the bottom of the chart a different color that is the same as pom-pom colors (with washable markers if laminated). Then provide cups of colored pom-poms for children to put above the matching color on the chart.

*Printables provided





Family Child Care

Provide individual charts similar to the one used in today's activity. At the bottom of the chart, write "boys" and "girls." Invite children to draw a picture of each next to the word to help them remember which column represents boys and which column represents girls. Invite each child to place above each word a dot with a marker that corresponds to the number of boys and number of girls in their family. Also invite children to place a dot on the chart that represents the gender of friends they like to play with outside of the child care program. Example: If a child has two boys in his/her family and also has a friend he/she likes to play with who is a boy, the child would place three dots above the word "boys." Invite children to present their charts to others by first describing how many boys and girls are in their families (including friends). Then compare all charts to determine who has the most boys and who has the most girls.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will understand basic characteristics of choice-making, including voting.



Key Concepts

New: Choice
Vote



Materials Needed

Prepared chart (see Be Prepared)

2 children's books of your choice (see Be Prepared)

*Our Feelings poster (See Extra Support tip)



Also Promotes

Mathematics

Social-Emotional

*Printables provided

Be Prepared: Prepare a chart as described in the activity plan. Print the book title and, if appropriate, draw an image of something related to the book topic as an additional descriptor. Select two short books of interest to children. Read the book at the end of the session, if possible, or at some point during the same day so children promptly experience the consequence of their voting.

BEGIN: Each of us makes lots of choices every day. What do you think it means to make a choice? (pick something, decide what to do)

EXPLAIN: We pick between two or more things when we make a **choice**. We might make a choice about what we would like to eat for breakfast or what clothing we would like to wear.

Each of us makes a choice about what we want to do during center time each day.

We need to think carefully about the choices we make. Let's talk about why someone might choose to play in the block area or in the housekeeping area.

- ASK:**
- Why might someone choose to play with blocks? (he/she likes to build, he/she wants to make a zoo with animals)
 - Why might someone choose to play in housekeeping? (he/she wants to pretend to make lunch, he/she wants to play with dolls)

EXPLAIN: Let's pretend that blocks and housekeeping are the only two areas open for play. Everyone needs to make a pretend choice between blocks or housekeeping.

ACT: Please raise your hand if you would choose to play in the block area.

[Invite children to put their hands down.]

Please raise your hand if you would choose to play in the housekeeping area.

[Invite children to put their hands down.]

ASK: We just pretended that two choices were available to us. What were our two choices?

EXPLAIN: Let's make another choice. We are going to make a special kind of choice called a vote. People make a choice together when they **vote**. The choice we make with our votes will affect everyone in our group.

We are going to vote on the book we would like to read. We need to pick one book because we will have time to read one book only. I have two books for us to choose from.



[Display each of the two books. Briefly describe each book. If time permits, pass around both books and encourage children to look through each.]

We are going to vote by standing near the book we want all of us to read. The book that gets the most votes is the book we will read. Remember, there will not be time to read two different books today. That’s why we need to make a choice about which book we want to read. Each of us gets to vote for one book only. We cannot vote to read two books.

ACT: *[Identify two nearby, but separate areas, where children can stand near the book of their choice. One area is for Book A voters, the other area is for Book B voters. Place the book on a table or stand so it is visible to children.]*

Book A title	Book B title

Please stand near (Book A) if you would like us to read (Book A) today. Please stand near (Book B) if you would like us to read (Book B) today.

Please help me count the number of children in each of our two groups.

[Lead children in counting the number of children in each of the two groups as you point to or gently tap each child. On the chart, write the number of children who voted for Book A before counting the number of children who voted for Book B. Explain that you are writing the number of votes for each book on the chart. Describe the chart’s two columns and how the numbers tell the number of votes. Children are not expected to know or recognize two-digit numbers.]

Let’s look at our chart. Our chart tells us that more of us voted for (book name) than (book name). (Book name) is the book we will read.

EXPLAIN: Sometimes the thing we voted for does not win. We may feel disappointed if our choice does not win. Remember, when we feel disappointed, we are sad because something didn’t work out the way we would have liked.

Is anyone disappointed that the book you voted for is not the book we will read today?

Sometimes when we are disappointed about the results of a vote, it helps to think of some good things about our voting. The book we will read today may have nice pictures or tell us things we did not know. We may be able to read the book that didn’t win some other time.

RECAP: Today we learned about making choices and voting. We talked about how it is important to think about why we want to vote for one thing or another. We learned that voting in a group means our vote affects everyone in our group. How did our voting about a book affect everyone in our group? (this is the book our group will read today)



Scaffolding Tips

Extra support ■ If children have difficulty voting for only one book, invite them to stand near you and watch how voting works. ■ You may need to provide a reminder of what it means to feel disappointed (Social-Emotional Week 14, Day 2). Point to and describe the Our Feelings poster's picture of the child who seems disappointed.

Enrichment ■ Encourage children to think about other things they may be able to vote on during the day. Example: A game to play outside.



Center Activity

Arrange up to five sets of play food items with two items in each set. Invite children to vote for their favorite item in each set by placing a counter in a bowl in front of the play food item. Children should consider one set of two items at a time.



Family Child Care

If you have access to the Internet, invite children to watch *Daniel Tiger's Neighborhood: The Neighborhood Votes/The Class Votes*. This episode explains the process of voting for several things and how voting can be done in several ways. After children have watched the episode, discuss each thing the children in the video voted for and the reasons each child wanted to vote for each thing. Examples: "Why did Daniel want to vote for the slide?" (because he wanted to go fast) "When the slide didn't win, what was one good thing Daniel thought of about the swings?" (they could all swing together)



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will move in different ways around obstacles.



Key Concepts

New: Around

Review: Forest



Materials Needed

Open space

15–20 small traffic cones (see Be Prepared)



Also Promotes

Self-Regulation

Be Prepared: Today's activity uses traffic cones or two-liter plastic bottles to create obstacles for children to move around. If using plastic bottles, fill each bottle partially full with sand to prevent the bottle from tipping over.

BEGIN: We are learning how to move our bodies by walking, marching, hopping, and galloping. Today we will play a game that uses some of the movements we are learning.

EXPLAIN: Our game is called *Moving Through a Forest*. We will pretend we are going through a forest. Last week we learned about a forest. Remember, a forest is a habitat covered with trees and other plants.

- ASK:**
- Does our classroom look like a forest?
 - What might we add to our classroom to help us pretend it is a forest?

EXPLAIN: We could add some pretend trees to our classroom. There are lots of trees in a forest.

[Display several cones or bottles.]

Here are some (cones or bottles) that we can pretend are trees. We can put our pretend trees in our activity space. Please help me decide where to put our pretend trees in our activity space.

ACT: [Guide children in putting some "trees" close together, but not touching, and some further away from each other. Provide sufficient space for children to move between and around the obstacles.]

EXPLAIN: We want to move through our forest by going around the trees. We go **around** something to avoid bumping into it. There are different ways to go around something. We can move to the side of something to avoid bumping into it. We can move in a big circle around something.

[Demonstrate or invite a volunteer child to demonstrate each way to go around a "tree." Describe how each of your movements avoids hitting the "tree."]

ACT: Let's first go through our pretend forest by walking. You may move in any direction you like. We want to watch out for people around us to make sure we do not bump into someone.

[Provide verbal guidance as appropriate and necessary.]

After several minutes, ask children to stop walking and invite them to move in one of the ways listed below. Offer an additional movement if time and child interest permit.]

Moving Our Bodies *continued*



- March around the trees
- March with a partner around the trees
- Hop around one tree.

RECAP: Today we practiced some different ways to move through a pretend forest.

- What ways did we move through our pretend forest?
- How did we avoid bumping into a “tree”? (moved around it)
- How did we avoid bumping into each other? (looking carefully at people near us)



Scaffolding Tips

Extra support ■ Invite children to identify things they walk around in the classroom every day to avoid bumping into them (tables, chairs, easels, sensory tables). ■ If a child bumps into or knocks over a “tree,” ask him/her to stand it up again and to describe what to do next time to avoid bumping into something. ■ Adjust “tree” placement to accommodate children’s movement.

Enrichment ■ Encourage children to add one more component to their movement, such as walking on tiptoes or walking faster around a “tree.” ■ Invite a child to walk backwards around a “tree.”



Center Activity

Take supplies outside, encourage children to place the “trees” and engage in variations of the indoor activity.



Family Child Care

Encourage an older child to take a younger child by the hand to walk around the “trees.”

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 N.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter N 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 N card.]

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

Letter N says /n/, just like in "numbers." /n/, /n/, numbers. Let's together say /n/, /n/, numbers.

N n

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.*

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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 strengthen their understanding of how a chart can be used to organize and present information.



Key Concepts

Review: Organize



Materials Needed

Charts done on Day 2

Chart done on Day 3

BEGIN: We are learning how to use a chart. We know that a chart is used to organize and present information. Remember, we can organize our information by putting it in a certain area or order. What are some of the things we counted this week? (ourselves, favorite animal, favorite play food, favorite color, pom-poms)

EXPLAIN: We used craft sticks to show our favorite play food and our favorite animal. Let's again look at our charts.

[*Display play food chart used in Day 2.*]

- ASK:**
- Which play food was our classroom's favorite?
 - How did we figure out which play food was our classroom's favorite? (we counted the number of craft sticks put by each play food and determined which food had the most sticks)
 - There are numbers on our chart. What do the numbers mean? (how many craft sticks were put by each play food)

[*Display animal chart used in Day 2.*]

- Which animal was our classroom's favorite?
- How did we find out which animal was our class favorite? (we counted the number of craft sticks put by each animal and determined which animal had the most sticks)

EXPLAIN: We also used a chart to organize information about our favorite color.

[*Display favorite color chart used in Day 3.*]

- ASK:**
- Which color was our classroom's favorite?
 - How did we figure out which color was our class favorite? (we counted the number of dots above each color and determined which group had the most dots)

RECAP: This week we used charts to organize and present information. We wrote numbers on our charts to tell what things were our favorites.



Scaffolding Tips

Extra support ■ Remind children that writing a number on our chart is the same as recording information. (Record was introduced in Science Week 3, Day 1.) ■ Count together each group on the charts to help children remember which items were the favorites.

Enrichment ■ Invite children to tell which was their favorite thing organized this week and why.

123 Center Activity

Supply *individual charts used in yesterday's center activity. At the bottom of the chart, invite children to place a different kind of small manipulative (counters, small blocks, etc.) in each of the three sections. Provide cups of the same manipulatives for children to put on the chart. Encourage children to count the number of manipulatives in each group to determine which group has more.

*Printables provided



Family Child Care

Send a small individual chart home with children. Encourage children to prepare, with help from family members, a chart of items in their home. Example: Types of furniture in the home (how many beds, chairs, etc.). Invite children to bring back and share their chart with children in your setting.

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will broaden their understanding of voting.



Key Concepts

Review: Vote



Materials Needed

Prepared chart (see Be Prepared)

Stickers—1 per child



Also Promotes

Mathematics

Be Prepared: Prepare a chart similar to the one pictured. For today's voting, offer two activity options that are acceptable to your center's policies and your classroom's situation. The activity's game options are offered as illustrations only. If stickers are unavailable, you may choose to help children make a mark on the chart for their vote.

BEGIN: Yesterday we learned that when people vote on something, they make a choice together. The thing with the most votes is the winner.

EXPLAIN: Today we are going to vote again. This time we are going to vote for a game to play during outdoor time. We learned yesterday that it is important to think carefully about our choices before we vote on something.

[Point to and describe choices as depicted on the chart.]

Duck, Duck, Goose	Soccer

We are going to vote between *Duck, Duck, Goose* and soccer. Let's take a minute to think about why we might want to vote for one of the games instead of the other. We need to vote on one game because we will only have time to play one game during our outdoor time.

- ASK:**
- What is something you like about the game *Duck, Duck, Goose*?
 - What is something you like about soccer?

ACT: Now let's vote. I will give each of you a sticker. You can use your sticker as you vote. Please put your sticker under *Duck, Duck, Goose* if you would like to play this game. Please put your sticker under soccer if you would like to play soccer.

[Point to and say the two choices on the chart. Invite children, one at a time, to place their sticker under their choice. Encourage children to place their sticker where it can be easily counted (not on top of another sticker). Remind children that their sticker is their vote.]

Now let's count how many stickers on our chart are under *Duck, Duck, Goose*.

[Lead children in counting the total number of stickers in the group as you point to each sticker. Write the number on the chart next to the stickers.]

Now let's count how many stickers on our chart are under soccer.

[Again, lead children in counting the total number of stickers in the group as you point to each sticker. Write the number on the chart next to the stickers. Point to each number as it is discussed.]



Remember, the game with the most votes is the winner. *Duck, Duck, Goose* had ___ votes. Soccer had ___ votes. ___ votes is more than ___ votes. (Name of game) had the most votes. It is the winner.

EXPLAIN: Some of us may be disappointed that the game we voted for did not win. Sometimes it helps us feel better to think of some good things about our voting.

ASK: What are some good things about the game that won? (ball is fun to kick, chasing someone is fun)

RECAP: Today we voted for a game to play together during outdoor time. We voted between two different games. The game with the most votes is the game we will play. Some of us may be disappointed that the game we voted for did not win. We talked about some things to think about if we feel disappointed.



Scaffolding Tips

Extra support ■ Children may wish to vote for the game a friend voted for. Encourage children to vote for the game they want the group to play, not the game someone else thinks should be played.

Enrichment ■ Encourage children to describe why they like one game more than the other.



Center Activity

Invite children to identify and arrange sets of two items for a repeat of the center activity offered in Day 4 of this week. Children may wish to select books, manipulatives, or toy figures instead of play food items.



Family Child Care

Encourage children to vote throughout the day. Example: "Let's vote for the song we should sing during music time."



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will move next to and around obstacles.



Key Concepts

Review: Next to
Around



Materials Needed

Open space
15–20 small traffic cones
(see Be Prepared)



Also Promotes

Self-Regulation

Be Prepared: Create two parallel lines of traffic cones or two-liter plastic bottles (partially filled with sand) used in yesterday's Physical/Health activity plan. Leave sufficient space between the two lines and between cones/bottles for children to walk around the cones/bottles. See the diagram in this activity plan. Arrange for another adult to help.

BEGIN: Yesterday we pretended our classroom was a forest. We moved in different ways around the pretend trees in our forest. We avoided bumping into each other by looking carefully at people near us.

ASK: How did we avoid bumping into one of our pretend trees? (walked around it, moved to the side of it)

EXPLAIN: *[Walk along and point to the two different rows of "trees" as you describe today's "forest."]*

We will move in our pretend forest again. Our pretend forest today is different from the forest we moved through yesterday. There are two different lines of trees.

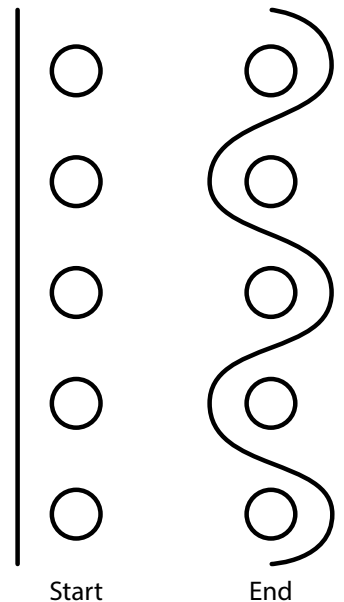
Today we will walk next to one line of pretend trees. We know that one way to be next to something is to be by its side. Our bodies will be next to the trees when we walk beside this line of pretend trees. Please watch me show you which line of trees we will walk next to.

[Demonstrate walking at a normal pace alongside a line of "trees"; walk on the outside of the line, not between the two lines of trees. See diagram. Demonstrate putting arms and hands next to your body to avoid bumping into a "tree."]

We will keep our arms and hands next to our bodies so we do not bump into or knock over any of our trees.

We will walk around the trees that are in our second line of trees. We can walk around something by making part of a circle with our body. Please watch me walk around the trees in our second line of trees.

[Demonstrate and describe walking around each tree. See diagram. Keep arms and hands to the sides of your body.]



Moving Our Bodies *continued*



- ASK:**
- Where were my arms and hands when I walked around the tree?
 - Why? (to avoid arm/hand bumping into a “tree”)

EXPLAIN: [*Point to the starting point for walking next to a line of “trees.”*]

We will start here for our walk next to a line of pretend trees. We will go one at a time. We want to look at the person in front of us and at our line of pretend trees so we do not bump into someone or into a pretend tree.

When we get to the end of our first line of trees, we will turn around and walk around the trees in our second line of trees. Please watch me walk each of the lines of trees.

[*Demonstrate and describe walking next to the first line of “trees,” turning, and then walking around each “tree” in the second line. At the end of your demonstration, point out that you ended up near the place where you started.*]

ACT: [*Use an orderly process for starting each child on a walk next to the first line. A second adult can help guide children in turning around at the end of the first line and starting the process of walking around “trees” in the second line. Provide verbal guidance as appropriate. Children may benefit from reminders about not rushing. Repeat once or more often if time and child interest permit.*]

RECAP: Today we walked next to one line of pretend trees, and we walked around trees in our second line of pretend trees. Which line took longer (more time) to walk? Is it harder to walk next to something or to walk around something? Why?



Scaffolding Tips

Extra support ■ Provide 2–3 cones/bottles for children to walk around in a practice activity if you anticipate this movement will be challenging. ■ An easy way to decrease the activity’s challenge is to reduce the number of cones/bottles in each line. ■ If a child has difficulty walking around cones/bottles, positively acknowledge the child’s efforts and encourage him/her to walk next to (rather than around) the remaining “trees” in the line. ■ Some children may prefer to watch rather than participate in the second line.

Enrichment ■ If children readily engage the first walk with both lines, reverse the walking order for a second time (walk around “trees” in the first line, walk next to “trees” in the second line). ■ Invite children to walk around two trees at a time.

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Moving Our Bodies *continued*



Center Activity

Set up the two lines of cones/bottles outside for additional practice.



Family Child Care

Invite school-age children to demonstrate the two approaches to walking each line.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs*. Champaign, IL: Human Kinetics.