

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)
- Review how to identify, name, and say the sound of the letters D, L, N, and G (Days 1–5)

123

Mathematics

Counting Things

- Practicing adding two groups by counting on with a peer (Days 1, 3, 5)
- Subtracting items from a group (Days 4–5)

Self-
Regulation**Paying Attention**

- How to concentrate on our bodies and breathing by pretending we are a starfish and pretending to rock a stuffed animal to sleep on our stomach (Day 1)

Social-
Emotional**Being Responsible**

- A goal is something we work hard to do (Day 2)
- We can reach a goal by practicing and maybe by asking someone to help us (Day 3)

Social
Studies**Exploring Time**

- How different activities take different amounts of time (Day 4)
- How living things take different amounts of time to grow and change (Day 5)



Science

Exploring Habitats

- A polar region is always very cold (Day 1)
- How people get food, stay warm, and play a game in polar regions (Day 1)
- How polar bears stay warm in the North Pole (Day 2)
- How animals and people stay warm in the South Pole (Day 3)

Physical/
Health**Moving Our Bodies**

- Review how to kick and throw a ball (Day 4)
- Practicing different movements
 - *Sleeping, Sleeping, All the Children are Sleeping* game (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 say the sounds of letters L and N.



Key Concepts

New: 1–2 words
(see Be Prepared)

Review: Sentence



Materials Needed

*Letter L card

*Letter N card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: Brief sentences are used in Days 1, 3, and 5 as opportunities for children to identify letters, especially lowercase letters. The sentences suggested in each plan focus on recent content in Self-Regulation, Social-Emotional, or Social Studies. You may wish to prepare a different set of sentences related to some aspect of your classroom's current activities. If you prepare your own sentence, be sure to include the set of letters being reviewed this week in words that use the letter sound introduced in the curriculum, including short vowel sounds. There are opportunities later in the curriculum to introduce other sounds of letters, including long vowel sounds.

The second segment of the plan 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: Let's practice finding letters we know by looking for them in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

ACT: [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

We like to hear the national anthem.]

We want to find lowercase letters l and n in our sentence. Let's begin with the letter l.

[Display letter L card. Point to the lowercase l on the card.

Encourage a volunteer child to look for and point to the two lowercase letter l's in the sentence as you display the letter L card.]

What sound does the letter L make?

Yes! Letter L says /l/. Let's together say the sound of the letter L: /l/.

[Repeat the above procedure with the letter n.]

L l

N n

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.

Understanding Words *continued*



- *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 practice adding two groups of play coins by counting on with a peer.



Key Concepts

Review: Count on



Materials Needed

Play coins—1–5 per child
(see Be Prepared)

Cups—1 per child



Optional Reading

Benny's Pennies by Pat
Brisson

Be Prepared: Place 1–5 play coins in a small cup for each child. Vary the number of coins across cups. Use coins of the same value (example: pennies).

BEGIN: Let's say together the rhyme "1, 2, Buckle My Shoe." This is a counting rhyme we know!

[Lead children in the rhyme as they hold up the appropriate number of fingers throughout.]

Arrange children in a large circle on the floor.]

EXPLAIN: Today we are going to practice counting on with play coins. Each of us will receive a cup with play coins in it. Please keep the coins in your cup until each person has a cup. The number of coins in your cup may be different from the number of coins the person next to you gets.

ACT: *[Give each child a cup with 1–5 play coins. Help children identify the child who is their neighbor.]*

Please count your coins. Then tell your neighbor how many coins you have.

[Pause for children to count their coins and tell their number to their neighbor.]

We are going to work with a neighbor to count how many coins you and your neighbor have all together. Let me show you how.

- *[Invite one child to join you with his/her cup of play coins.]*
- *Ask the child how many coins he/she has. Together with the child, count the child's coins. Do the counting so all children can see.*
- *Tell how many coins you have. Count your coins in the same manner for all children to see and hear.*
- *Explain that we want to find out how many coins we have all together. We can count on to add the two groups of coins. Demonstrate counting on as you begin counting with the largest group of play coins. Example: "I have a group of five play coins. You have a group of three play coins. Five play coins is a larger group than three play coins. We will begin counting with the number five."*
- *Continue counting the second group of play coins. Encourage the volunteer child to count out loud with you. Be sure that all children can see the coins as you count them. Example: "5, 6, 7, 8."]*

Now it is your turn to work with your neighbor to find out how many coins you have all together.

[Encourage child pairs to count out loud together.]

After we've counted our coins all together with one neighbor, we will do the same with our neighbor sitting on our other side.

[Help children identify their other neighbor.]

Please tell each other how many coins you have in your cup. Then count your coins together.

[Guide children in working with their other neighbor. Encourage children to count how many coins they have all together by beginning with the larger group and then counting on to the smaller group. Have another adult help, if available.]

If time allows:

Invite children to move to a different seat to work with each new neighbor.]

RECAP: Today each of us had some play coins. We worked with a neighbor to find out how many coins we had together. We used counting on when we counted our two groups of coins.



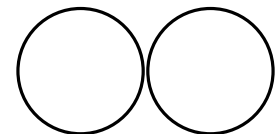
Scaffolding Tips

Extra support ■ Help children determine which group is larger before they begin counting on to the smaller group of coins. Example: "There are two groups of coins in front of you. Which group is larger? How many coins are in the larger group? Start with this number and count on to the smaller group." ■ Help with counting on, as necessary.

Enrichment ■ After pairs of children have counted their coins together, ask how many coins they would have if they were given one more coin (or two or three more coins).

123 Center Activity

Provide play coins used in today's activity and *circles. Invite pairs of children to place 1–5 coins on their respective circles. Then encourage children to take turns in counting on. Repeat the process with different numbers of coins in each circle.



*Printables provided



Family Child Care

Invite school-age children to practice counting on with younger children. Examples: counting two groups of sticks, counting two groups of dolls.

3–5 YEARS

Large Group



Skill and Goal

Concentrate

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



Key Concepts

Review: Concentrate
Starfish



Materials Needed

*1 picture as shown

Small stuffed animal or toy—1 per child

*Printables provided

BEGIN: Today we will do an activity we've done before where we concentrate on our breathing. We know that when we concentrate we pay close attention to something. This will help our mind to calm down and our body to be more relaxed.

We will concentrate on our breathing by pretending we are a starfish.

ASK: What is a starfish?

EXPLAIN: We know that a starfish is an animal with five legs that lives in the ocean.

[Display picture of a starfish.]



Garvin White/Hick77 (CC BY-NC-ND 2.0)

The legs of a starfish come together in the center of its body.

[Point to the center of the starfish body.]

ACT: Let's point to the center of our own body.

EXPLAIN: Let's find a place on the floor to spread out like a starfish. When we find a place to lie down on our backs, we will spread out our arms, legs, and neck like a starfish. We need to make sure our body is not touching someone else.

ACT: [Dim the lights or turn them off, if possible, as children concentrate on their breathing.]

Let's close our eyes and concentrate on our breathing. Let's take a deep breath while stretching out our arms, legs, and neck on the floor like a starfish. Let's relax our arms, legs, and necks while we breathe out.

[Invite children to take a deep breath while stretching out their arms, legs, and neck like a starfish. Encourage children to relax their arms, legs, and neck as they exhale. Continue this exercise five more times as children practice stretching and relaxing and concentrating on their breathing.]

Now let's bring our arms in to our sides and our legs together while we lie still on the floor. Let's keep our eyes closed and concentrate on our breathing; in and out, in and out.

I am going to gently place a stuffed animal on the center of your body. Keep concentrating on breathing in and out. The animal on your stomach will slowly move up and down.

[Gently place a stuffed animal, or other small toy, on each child's stomach. Walk slowly, and talk quietly and calmly as you explain how the animal or toy on our stomach helps us concentrate on our breathing.]

Paying Attention *continued*



Self-
Regulation

Notice how the animal (toy) goes up on your stomach when you breathe in, and down on your stomach when you breathe out. Let's pretend our stomach is rocking the stuffed animal or toy to sleep by breathing in and out. Let's concentrate on our breathing as we quietly rock our animal (toy) to sleep.

We may breathe slower when we concentrate on our breathing. Let's relax as we think about our animal rocking to sleep on our stomach.

[Continue this activity as long as children are appropriately engaged. Encourage them to think about rocking the animal to sleep as they breathe in and out.]

RECAP: Today we pretended to be a starfish while we concentrated on our breathing. We also pretended to rock our animals (toys) to sleep while we breathed slowly in and out, in and out. Concentrating on our breathing and body can help our mind to calm down and our body to relax.



Scaffolding Tips

Extra support ■ If children have difficulty concentrating on their breathing while lying quietly on the floor, encourage them to think how their spread-out body is like a starfish and how their body might feel different when they move in their arms and legs. ■ For children who might be struggling to calm down, try putting your hand gently on their forehead as you speak in a low, calm voice. ■ It is okay if some children do not want to close their eyes. They can still do the activity effectively.

Enrichment ■ If children are easily able to concentrate on their breathing and rocking their stuffed animal, encourage them to imagine how the stuffed animal or toy might feel being rocked to sleep. Encourage children to think about each movement of the stomach and whether it makes the animal or toy feel more relaxed.



Center Activity

In a quiet area of the room, hang a sheet to be used as a sort of tent. Play quiet, peaceful music and invite children to place a stuffed animal on their stomach and practice concentrating on their breathing.



Family Child Care

Practice this activity whenever children need a chance to calm down. This may help children to allow their bodies to relax more easily.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a polar region habitat.



Key Concepts

New: Polar region
Globe
North Pole

Review: Map



Materials Needed

Coat, hat, gloves

Globe

*5 pictures as shown



Also Promotes

Physical/Health

*Printables provided

BEGIN: *[Introduce activity dressed in a coat, hat, and gloves.]*

We are learning about different types of habitats.

We know that a habitat is a place where certain types of animals and plants live.

EXPLAIN: I am dressed in my warmest clothes because today we will talk about another habitat that is very cold.

ASK: Who has an idea about which habitat this might be?

EXPLAIN: This week we will learn about polar regions. A **polar region** is a habitat that is always very cold. Polar regions are covered with snow and ice and are very windy. There also is icy water in polar regions.

We will use a globe to see where the polar regions are located.

[Display a globe.]

A **globe** is a round map of the earth. Remember, a map is a picture that shows where things are. A globe shows where different places are located on the earth. Before we find the polar regions on this globe, let's find on the globe where we live.

[Show children the state or country of their current location on the globe.]

The polar regions are far away from where we live. The polar regions are located here and here on the globe.

[Point to North and South Poles.]

Display picture of a polar region habitat.]

ASK: What does this picture tell us about what we might find in a polar region? (ice, snow)

EXPLAIN: Today we are going to learn about the polar region at the top of the earth. The polar region at the top of the earth is called the **North Pole**.

[Point to the North Pole on the globe.]

People who live in the North Pole cannot grow many kinds of food because it is so cold.

ASK: How do you think the people in the North Pole might get some of their food?



EXPLAIN: Many people who live in the North Pole hunt for animals to eat. Seals, walrus, and caribou are some of the animals that live in the North Pole.

[Display pictures of a seal, walrus, and caribou.]



lan Duffy/flickr/(CC BY-NC 2.0)



USFWS/Joel Garlich-Miller/flickr/(CC BY-NC-ND 2.0)



peupleoup/flickr/(CC BY-SA 2.0)

People in the North Pole wear very warm clothing all of the time because it is so cold there. Some of the clothing they wear to go outside is made from animal skins. The skins usually come from animals that live in the North Pole. The animal skins keep people warm.

[Display and describe picture of people who live in the North Pole wearing clothing made of animal skins.]

- ASK:**
- What do you notice about the clothing made from animal skins? (furry, long sleeves)
 - What do you think we could do to have fun if we lived in the North Pole?



Ansgar Walk/Wikimedia/(CC BY-SA 3.0)

EXPLAIN: Children who live in the North Pole play games just like we do. One game some children like to play is called the *Back Push*. This game is played by two people who sit on the floor with their backs against each other. Then they try to push each other back. This game helps to keep their bodies strong.

Let me show you how to play the game.

[With another adult, sit on the floor with your backs against each other. Put your hands and feet on the floor. Gently push against each other, trying to make the other move.]

Let's try this game with a partner!

- ACT:** *[Invite children to find a partner and play the game. Observe and encourage children to use their hands and feet to help push the other person back.]*

RECAP: Today we learned about another habitat called the polar regions. The North Pole is the polar region at the top of the earth. It is very cold in the North Pole. People in the North Pole cannot grow many types of food because it is so cold all of the time. We also played a game that some children who live in the North Pole like to play.



Scaffolding Tips

Extra support ■ If children do not want to play the game with a partner, encourage them to try it with an adult.

Enrichment ■ Ask children to name some things they do for fun outside that children in the North Pole could not do outside. (swim, ride a bike) ■ You may wish to share with children that the North Pole is also called the Arctic.



Center Activity

Fill the sensory table or a tub with cotton balls to represent snow and ice in the North Pole. Provide toy animals that would live in the North Pole for children to play with.



Family Child Care

If possible, visit a local library to look for books about polar regions. Invite children to tell you about what they find. Encourage school-age children to read the books to younger children in your setting.



3–5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify, name, and say the sounds of letters D, L, N, and G.



Key Concepts

Review: Letter



Materials Needed

- *Letter mats (D, L, N, G)—1 per child
- *Letter D card
- *Letter L card
- *Letter N card
- *Letter G card
- *Printables provided

BEGIN: We are learning about letters. We know that a letter is a special mark used to make words. In the past few weeks we have learned about letters D, L, N, and G.

[Display letter cards D, L, N, and G. Point to and name each uppercase and lowercase letter. Example: “Remember, this is an uppercase D, and this is a lowercase d.” After you name a letter, invite children to pop up if the letter is in their name.]

EXPLAIN: Today we will use a letter mat to help us remember the letters we are learning.

[Display letter mat.]

Our letter mat contains the uppercase and lowercase letters we have learned so far. We will each use our own letter mat for this activity.

ACT: [Pass out a letter mat to each child.]

I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.

[Hold up letter D card.]

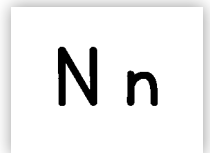
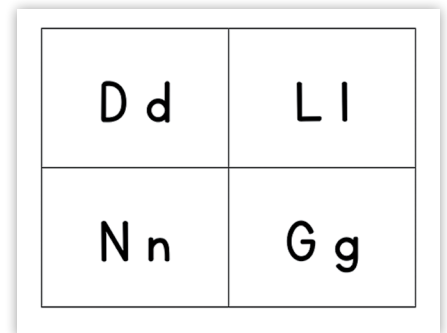
Let’s find this letter on our letter mat.

[Lead children in looking for, pointing to, and saying letter D on their letter mat. Explain how you found the letter D. Example: “This letter has a straight line down and then a curved line. It looks just like the uppercase letter on our letter card.”]

The letter D says /d/. Let’s together say the letter sound: /d/.

Now let’s find another letter!

[Hold up remaining letter cards, one at a time. Invite children to first point to the matching letter on their letter mat. Then ask children to repeat the letter name and the letter sound.]





RECAP: Today we learned more about letters D, L, N, and G. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.



Scaffolding Tips

Extra support ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: “We are looking for a letter with a tall straight line and a line across the bottom. Can you find a letter with a tall straight line and a line across the bottom like this one?”

Enrichment ■ Ask children to describe how they know the letter they point to on their mat is the same letter as the uppercase letter on the letter card. Example: “This letter has a straight line up, a straight line down, and another straight line up, just like the uppercase letter on the letter card.”



Center Activity

Provide two sets of *small letter cards D, L, N, and G. Invite children to mix up cards and place them face down. Encourage children to play a memory game by taking turns to turn over two cards to see if they are a match.

*Printables provided



Family Child Care

Hang *letter cards D, L, N, and G in random order on a wall. Dim or turn off lights and ask children to use a flashlight to find a letter you say. Example: “Lee, can you use the flashlight to find the letter N on our wall?”

*Printables provided

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will practice adding two groups of counters (spots) by counting on with a peer.



Key Concepts

Review: Add
Count on



Materials Needed

Counters—12 per pair of children

*Ladybug picture—1 per pair of children

Dice—1 die per pair of children

*Number list (see Extra Support tip)

*Printables provided



Optional Reading

Ten Little Ladybugs by
Melanie Gerth

BEGIN: Yesterday we practiced counting two groups of coins together to see how many coins there were all together. Today we will put spots on two parts of a ladybug picture. Then we will count our two groups of spots.

EXPLAIN: Each of us will work with a partner.

[Arrange children in pairs.]

Each pair will work with a ladybug picture.

[Display ladybug picture. Point to line and sides as you describe them.]

The ladybug has a line down the middle of its back. The line gives the ladybug two sides.

Most ladybugs have spots, so we will add spots to our ladybugs. We are going to use a die to determine how many spots to put on our ladybugs. We will use circles (counters) as the spots.

The first person will roll the die to see how many spots to put on his or her side of the ladybug. Then the first person will put spots on his or her side of the ladybug. Then the second person will roll the die and put circles on his or her side of the ladybug. Remember, the die will tell how many spots to put on our side of the ladybug.

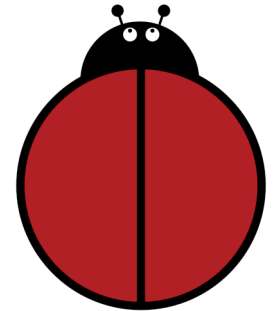
After each of you put spots on your side of the ladybug, please count the number of spots you have all together. We can use counting on when we count. I will remind you how to do it.

ACT: [Roll the die and put the corresponding number of spots on one side of the ladybug. Invite a volunteer child to roll the die a second time. Invite the child to put the corresponding number of spots on his/her side of the ladybug. Ask children which side has the most spots (circles). Ask the volunteer child how many spots are on the side with the larger number of spots. Begin with the side with the largest number, and count on to the other side. Example: "There are three spots on the side with the larger number of spots. So let's start with 3: 3, 4, 5."]

ASK: How many spots do we have all together?

EXPLAIN: We added the spots on one side of the ladybug to the spots on the other side of the ladybug.

ACT: [Observe pairs of children as they roll the die and add spots to their ladybugs. Encourage pairs to figure out which side has the larger number of spots and to use counting on. Encourage the pairs of children to count out loud together. Continue as long as time allows.]



RECAP: Today we practiced adding together two groups of spots on a ladybug picture. We used counting on to add together the two groups of spots.



Scaffolding Tips

Extra support ■ Use a *number list to help children count on. Point to the number on the number list that corresponds to the number of items in the first group. Then point to each number on the number list as you count on to add the second group of items. ■ Make sure each counter is placed directly on the ladybug picture—not stacked on another counter.

Enrichment ■ Children may be ready to learn that another word for adding is addition. ■ Invite children to add three groups of items. Place a small group of counters outside the ladybug. Ask children to add the third group by counting on from the total of the two groups inside the ladybug. Example: After adding both groups of counters inside the ladybug, the total is eight counters all together. Start at number eight and count on to add the group of counters outside the ladybug.

123 Center Activity

Provide *ladybug pictures, counters, and dice used during today's activity. Encourage children to continue practicing addition.

*Printables provided



Family Child Care

Use a hoop with a string through the middle to practice addition outdoors. Encourage children to find two groups of items and practice addition as they count on. Example: four rocks and three leaves.



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will understand the concept of a goal.



Key Concepts

New: Goal

Review: Practice
Frustrated



Materials Needed

*4 pictures as shown

*Our Feelings poster (see Extra Support tip)

*Printables provided

BEGIN: Have you ever wanted to do something and worked really hard to do it? Tell us about it.

EXPLAIN: Today we are going to talk about goals. A **goal** is something we want to do. Many times we need to work hard to be able to do something.

[Discuss some of the specific things children described at the beginning of the activity. Explain that these are goals.]

We can have different types of goals. Maybe one of our goals is to remember to wash our hands after we sneeze. Or maybe one of our goals is to learn how to dance or play some type of sports game.

Let's look at some pictures of children working hard on their goals.

[Display, one at a time, pictures of children engaged in goals.]

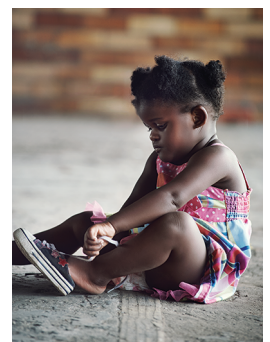
- The girl in this picture is learning how to write her name. Her goal is to write each letter of her name so that another person can read her name.
- The boy in this picture is learning how to walk across a balance beam. His goal is to stay balanced as he walks from one end of the balance beam to the other.
- The boy in this picture is holding a bat. He is near a tee with a ball on top of it. What goal do you think he is working on? (hit a ball)
- The girl in this picture is wiggling her foot into a shoe. What goal do you think she is working on? (put on her shoes by herself)



Dan Morgan/flickr.com/(CC BY 2.0)

Some goals may be easier than other goals. It may be easier for us to remember to always wash our hands after we sneeze than to learn to walk across a balance beam.

ASK: Are there some things that are harder for you to learn to do than other things? Tell us about them.



Being Responsible *continued*



EXPLAIN: Sometimes we feel frustrated when our goal is hard to do. Remember, we can feel frustrated when we can't do something that we try really hard to do. We might feel frustrated when we swing a bat to hit a ball, but miss the ball.

A few weeks ago we talked about things we can do when we feel frustrated.

ASK: What are some things we can do if we get frustrated when working on a goal? (try something easier, take a break and try again later)

RECAP: Today we learned that a goal is something we work very hard to be able to do. It helps to practice and get someone else to help us when we work on a goal.



Scaffolding Tips

Extra support ■ In the discussion of feeling frustrated when working on a goal, children may benefit from your pointing to and discussing the picture of a child who appears frustrated on the *Our Feelings poster.

Enrichment ■ Ask children to think of how they can help others work on their goals. Example: "Emily wants to remember to always wipe her shoes on the mat when she comes in from recess. How can we help Emily with her goal?" (remind her)



Center Activity

Provide a variety of manipulatives. Encourage each child to set a goal she/he can work on using the manipulatives. Examples: building a tower with 10 blocks, completing a puzzle. Invite children to work on their goal.



Family Child Care

Encourage children to think of a goal that someone in their family can help them work on. Invite children to tell their family member about their goal at pickup time.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a polar bear.



Key Concepts

New: Polar bear
Review: Polar region
 North Pole
 Characteristic



Materials Needed

Globe

*2 pictures as shown (1 shown in Extra Support tip)

Black paper—1 per child

Drawing tools

*Printables provided



Optional Reading

Polar Bears by Gail Gibbons

National Geographic Readers: Polar Bears by Laura Marsh

BEGIN: This week we are learning about the polar regions habitat. Yesterday we learned about a polar region called the North Pole.

ASK: What do you remember about the North Pole? (very cold, windy, lots of snow and ice)

ACT: Let's find the North Pole on our globe.

EXPLAIN: Today we will learn about an animal that lives in the North Pole. Let's see if we can guess the animal we will learn about today. I will give you some hints.

This animal is very large and white. It has lots of fur to keep it warm.

ASK: Can you guess what animal it is?

EXPLAIN: It is a polar bear! A **polar bear** is a big white animal that lives in the North Pole. Big and white are some of the characteristics of a polar bear. Remember, a characteristic is something special about a living thing or a thing that is not living.

ASK: Have you ever seen a polar bear at a zoo or on T.V.? Tell us about it.

EXPLAIN: Let's look at a picture of a polar bear.

[Display picture of a polar bear.]

A polar bear's white fur helps it blend in with the snow. Blending in with the snow helps the polar bear go hunting for food. The animal a polar bear is hunting may not see the polar bear because it looks like the snow.



Nathan Rupert/flickr/(CC BY-NC-ND 2.0)

The white fur also keeps baby polar bears safe. Other animals that may want to eat the baby polar bears may not see the polar bears because they blend in with the snow.

Today we are going to draw a picture of a polar bear. We will use black paper to draw our polar bear.

ASK:

- What color crayon should we use to draw our polar bear? (white)
- Why do you think we will use black paper to draw our polar bear? (so we can see our white crayon)

ACT: *[Give each child a piece of black paper and drawing tools. Invite children to draw a polar bear. Provide children with the picture of a polar bear to use as a reference. Children are not expected to draw a polar bear that*



looks like the picture. Hang children's drawings in the room.]

RECAP: Today we learned that polar bears live in the cold North Pole. What is one thing that keeps a polar bear warm? (fur) We also drew a picture of a polar bear.

[If time permits, teach the adjacent song.]

I Am a Polar Bear

(Sing to the tune of "Farmer in the Dell")

I am a polar bear,
I am a polar bear.
I have white fur
And I say "Grrr!"
I am a polar bear.

I live in the snow,
I live in the snow.
It's very cold
In the North Pole.
I live in the snow.



Scaffolding Tips

Extra support ■ Display and describe a picture of baby polar bears when discussing how the white fur helps a polar bear blend in with the snow.

■ Some children may recall the polar bear featured in Bill Martin Jr. and Eric Carle's book "Polar Bear, Polar Bear, What Do You Hear?"

Enrichment ■ Ask children why we can't use white paper to draw a polar bear. (the white crayon would blend in with the white paper)



USFWS/flickr/(CC BY 2.0)



Center Activity

Provide books about polar bears for children to look at and enjoy. Examples: *Polar Bears* by Gail Gibbons, *National Geographic Readers: Polar Bears* by Laura Marsh. You may also wish to create a pretend habitat for polar bears and encourage children to pretend they are polar bears in the North Pole.



Family Child Care

Provide a polar bear stuffed animal or toy polar bear and additional stuffed animals and/or toy animals. Hang a white sheet or large piece of white paper on a wall and encourage children to play and pretend the animals are hunting.

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

- *Letter G card
- Chart paper
- Marker
- 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: We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

ACT: [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

I have empathy for the sad girl.]

We want to find the lowercase letter g in our sentence.

[Display letter G card. Point to the lowercase g on the card.

Encourage a volunteer child to look for and point to the lowercase letter g in the sentence as you display the letter G card.]

What sound does the letter G make?

Yes! Letter G says /g/. Let's together say the sound of the letter G: /g/.

G g

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:

Understanding Words *continued*



- *Read the sentence with the novel word. Repeat the novel word.*
- *Repeat the sentence in which the word is used.*
- *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
 - *Ask children to describe a picture related to the word.*
 - *Define a word without naming it and ask children to identify the word.*
 - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
 - *“Our book today was about worms. Have you ever seen or touched a worm? What was it like?”*
 - *“Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?”*
 - *“Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something.”]*

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will add two groups of counters by counting on.



Key Concepts

Review: Count on



Materials Needed

*Large dot cards 1-5

Die

11 counters

*Number list (see Extra Support tip)

*Printables provided

BEGIN: [Arrange children in a large circle on the floor. Invite children to hold up four fingers on one hand and three fingers on the other hand.]

We are holding up four fingers on one hand and three fingers on our other hand. Let's add the two groups of fingers by counting on.

We will begin with our group of four fingers. Our group of four fingers is larger than our group of three fingers. We know that we begin counting on with our largest group.

We will begin with the number four and then count on to our other group of fingers.

[Hold your hand with four fingers higher than your hand with three fingers. As you count on, move each finger on the second hand as you say each number. Continue to hold up four fingers on your first hand.]

Please count with me. 4... 5, 6, 7. We are holding up seven fingers all together.

EXPLAIN: Today we will practice counting on by playing a game with dot cards and a die. I will show you how to play.

[Display and describe several dot cards as a reminder. Shuffle the five dot cards and place them face down in a pile in front of you where all children can see them.]

We will begin by choosing a dot card from the pile.

ACT: [Choose a dot card from the top of the pile. Display dots to children.]

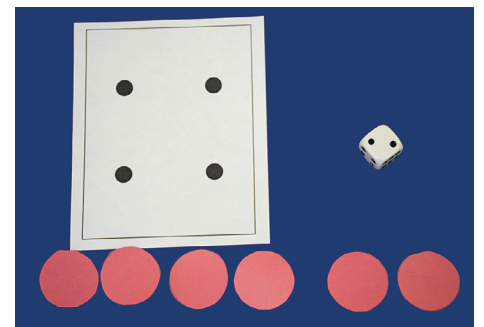
How many dots are on this card?

I chose a card with ___ dots. I now need to count out the same number of circles (counters) and put the circles below the dot card. Please count aloud with me as I put circles below the dot card.

[Lead children in counting ___ counters as you place one counter at a time below the dot card. Do not stack the counters.]

Now I will roll the die to find out how many circles we will place next to the first group of circles.

[Roll the die and lead children in counting aloud the number of spots rolled.]



I rolled a _____. Let's count out the same number of circles and place them next to the first group of circles. Please count aloud with me as I place them next to the first group.

[Lead children in counting ___ counters together as you place them one at a time next to the first group of counters.]

We will add the two groups of circles by counting on. Remember, when we count on we begin with the number of items in the largest group, and then count the number of items in the other group. Let's begin by saying the number of circles in the largest group.

How many circles are in the largest group?

Let's begin with that number.

[Demonstrate counting on by first saying the number of counters below the dot card, and then counting, one at a time, each counter lying next to the first group as you point to each one. Example: "We have five counters below the dot card. Let's begin with five and count on. 5, 6, 7..."]

How many circles do we have all together?

Let's try it again.

[Call on two volunteer children to help demonstrate counting on. Invite one child to pick a card place the corresponding number of counters below the card while counting aloud. Restate the final number. Then invite the second child to roll the die and count out the number of counters to place next to the first group. Finally add the counters by counting on from the group with the largest number of counters. Encourage all children to add by counting on together. Continue with different volunteer children as time permits.]

RECAP: Today we practiced counting with two groups of circles. Let's practice counting on with our fingers again.

[Invite children to hold up five fingers on one hand and four fingers on the other hand.]

We are holding up five fingers on one hand, and four fingers on the other hand. Let's add the two groups of fingers by counting on. Let's begin with our first group of five fingers.

[Hold your hand with five fingers higher than your hand with four fingers. As you count on, move each finger on the second hand as you say each number.]

Let's start with five and count on to add our second group of fingers. Please count with me. 5... 6, 7, 8, 9. We have nine fingers all together.



Scaffolding Tips

Extra support ■ Use another dot card instead of a die for determining the number of counters in the second group if you anticipate the use of both dot card and die may be too confusing. ■ Use a *number list to help children count on. Point to the number on the number list that corresponds to the number of dots on the dot card. Then point to each number on the number list as you count on to add the second group.

Enrichment ■ Use the large numeral cards rather than the dot cards. Cover the dots at the bottom of the card and invite children to determine the number of items based on the numeral pictured on the card.

123 Center Activity

Create counting sticks with craft sticks. On each stick, write a numeral from 1–5 and the corresponding number of dots. Place the sticks in a basket. Invite pairs of children to each choose a stick and then add the two amounts together by counting on.



Family Child Care

Practice counting on by adding boys and girls. First begin with the group of boys and then count on to add the girls. Then begin with the group of girls and count on to add the group of boys.



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will understand some ways to reach their goals.



Key Concepts

Review: Goal
Concentrate



Materials Needed

*4 pictures as shown
(from Day 2)

*Printables provided

BEGIN: Yesterday we learned that a goal is something we want to do.

EXPLAIN: Sometimes we are able to reach our goals quickly and sometimes it takes us longer to reach our goals. We say we have reached our goal when we can do what we want to do.

[Display picture of girl writing on chalkboard.]

The girl in our picture reached her goal when she wrote her name so someone else was able to read it.

[Display picture of boy walking on balance beam.]

The boy on the balance beam reached his goal when he walked all the way across the beam without falling off.

[Display pictures of boy with bat and girl with shoe.]

- ASK:**
- What does the boy with the bat and the ball on top of the tee need to do to reach his goal? (hit the ball)
 - What does the girl wiggling her foot into the shoe need to do to reach her goal? (put on her shoes all by herself)

EXPLAIN: We know that usually we need to practice in order to reach a goal. Practice helps us concentrate on what we are learning to do. Remember, when we concentrate on something, we pay close attention to it. The girl who learned to write her first name paid close attention to how each of the letters in her name is written.

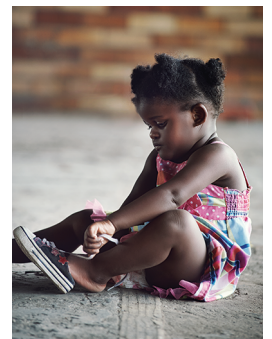
Sometimes another person can help us reach a goal. If our goal was to be able to catch a ball with a mitt, we might practice with a friend or our parent to help us reach our goal.

ASK: Has someone ever helped you practice to reach a goal? Tell us about it.

EXPLAIN: Sometimes we need to change our goal when something is really hard to do or learn. The girl learning to write her name could decide to



Dan Morgan/flickr.com/(CC BY 2.0)



Being Responsible *continued*



write the first part of her name. The boy on the balance beam could decide to walk halfway across the beam without falling off.

ASK: Let's imagine the boy on the balance beam learns how to walk halfway across the beam without falling off. What should he do next? (set a new goal, walk all the way across the beam)

EXPLAIN: When we reach a goal, we can set a new goal for ourselves. The girl who learned to write her first name might set a new goal of writing her last name, too.

ASK: Let's think about the boy with the bat. What new goal could he set for himself if he reaches his goal of hitting the ball off the tee? (hit the ball when someone pitches it to him)

RECAP: Today we talked about ways we can reach a goal. We say we have reached our goal when we are able to do what we want to do. Some goals are harder to reach than other goals. We can reach a goal by practicing and by asking someone to help us. Sometimes it helps to change our goal so we do part of what we want to do. When we reach our goal, we can set a new goal.



Scaffolding Tips

Extra support ■ If children seem uncertain about the concept of a goal, describe someone in your room meeting a goal. Example: "Samantha has been learning to zip up her coat. Last week I saw her zip up her coat without anyone helping her. Samantha met her goal of zipping up her coat by herself!" ■ Follow up the example of someone meeting a goal by asking children to tell about something they have learned to do. Emphasize this is a goal.

Enrichment ■ Invite children to draw a picture of themselves working on their goal.



Center Activity

Invite children to work on reaching goals during center time, if appropriate. Example: If a child sets a goal of drawing a picture of his/her family, invite the child to practice by drawing during center time.



Family Child Care

Invite children to set a small goal that can be reached outdoors. Example: "What goal can you set as we play outdoors today?" Encourage children to try to practice or reach their goal during outdoor playtime. Examples: play with a friend in the sandbox, slide down the slide without help.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand how animals and scientists keep warm in the South Pole.



Key Concepts

New: South Pole

Review: North Pole



Materials Needed

Globe

*4 pictures as shown

Clothing items for cold and hot weather (see Be Prepared)

*Printables provided

Be Prepared: Gather clothing items for both cold and hot weather. Examples: wool hat, gloves, flip flops, shorts, coat, tank top, boots, swimsuit.

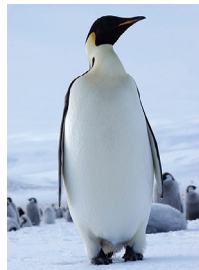
BEGIN: We are learning about a habitat called the polar regions. We have learned how people and polar bears stay warm in the cold North Pole. Remember, the North Pole is the polar region at the top of the earth.

EXPLAIN: Today we will learn about the polar region at the bottom of the earth. It is called the **South Pole**. Let's find the South Pole on our globe.

[Point to this area on a globe.]

Very few people or animals live in the South Pole. The South Pole is the coldest and windiest place on the earth. Some scientists live in the South Pole. Scientists study things in the South Pole like the types of animals that live there. Some of the animals that live in the South Pole are penguins, whales, and seals.

[Display pictures of an emperor penguin, blue whale, and leopard seal. Name each animal as you display its picture.]



Hannes Grobe/wikimedia/(CC BY 3.0)



Gregory "Slobird" Smith/flickr/(CC BY-SA 2.0)



Serge Ouaché/wikimedia/(CC BY-SA 3.0)

ASK: Have you ever seen one of these animals at a zoo or on TV? Tell us about it.

EXPLAIN: Animals and people who live in the South Pole need to keep warm in the cold windy air.

ASK: How do you think these animals keep warm in the coldest place on the earth?

EXPLAIN: Some animals that live in the South Pole have fur, just like polar bears, to keep them warm. Animals that live in the South Pole also have extra fat on their bodies that helps keep them warm.

ASK: • How do you think scientists in the South Pole keep warm when they are outside? (warm clothing)



[Display picture of scientists working in the South Pole.]

- What kinds of warm clothing are these scientists wearing?

EXPLAIN: Scientists who work in the South Pole wear coats, snow pants, gloves, hats, and other special clothing that helps keep them warm. The clothing covers most parts of their bodies.



Collection of Dr. Pablo Clemente-Colon, Chief Scientist National Ice Center/flickr/(CC BY 2.0)

ASK: Is this clothing different from what we wear when we go outside in the cold?

[Encourage children to compare what they wear with what scientists in the South Pole wear to stay warm.]

EXPLAIN: Living in the South Pole can be very difficult for scientists because it is so cold and windy. Scientists who work in the South Pole do not stay there for a long time. Some scientists live and work in the same building for several months without going outside because the weather is so cold!

Let's imagine we are scientists who are moving to the South Pole to work for a while. We need to take warm clothing to keep warm.

ASK: What types of clothes should we take to stay warm?

ACT: *[Hold up items of clothing one at a time and ask children if each item would keep a scientist warm when working in the South Pole. Ask children to explain why or why not each item of clothing would keep a scientist warm.]*

RECAP: Today we learned about how animals and people stay warm in the South Pole. What do scientists do to stay warm in the South Pole? (work and live in same building without going outside, wear warm clothes) Would you like to be a scientist in the South Pole? Why?

Scaffolding Tips

Extra support ■ Children may need a reminder of what a scientist does (Week 3, Day 1): A scientist tries to understand things by asking a question and then answering the question by describing what was observed. ■ Ask children if they have ever been in a really cold place and, if so, to describe what it was like.

Enrichment ■ Ask children what types of things scientists might study about penguins, whales, or seals in the South Pole. (the things they eat, their life cycles, how they keep warm) ■ You may wish to share with children that the South Pole is also called Antarctica.

WEEK

32

DAY

3

Exploring Habitats *continued*



Science



Center Activity

Supply warm clothing and *pictures of animals from the South Pole. Encourage children to pretend they are scientists in the South Pole.

*Printables provided



Family Child Care

Invite children to pretend that they live in a polar region. Supply warm clothing items they can wear. If possible, secure *The March of the Penguins* for children to watch. It is a documentary about the life of emperor penguins.



3–5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify, name, and say the sound of letters D, L, N, and G.



Key Concepts

Review: Letter



Materials Needed

*Letter mats (D, L, N, G)—1 per child and staff

1-inch letter manipulatives—cardstock, foam, or magnetic (see Be Prepared)

Small cups—1 per child (see Be Prepared)

*Printables provided

Be Prepared: If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters D, L, N, and G in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

BEGIN: On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

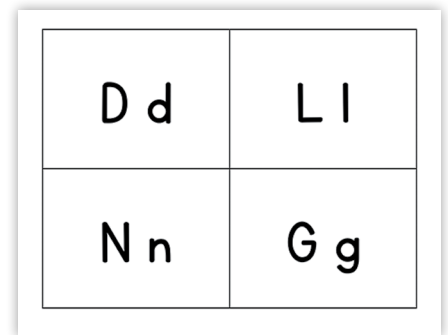
What is a letter? (a special mark used to make words)

EXPLAIN: [Display letter manipulatives.]

Each of us will use uppercase letters D, L, N, and G and a letter mat to do our activity.

[Pass out a letter mat and cup of letter manipulatives to each child.]

I will say the name of the first letter on our letter mat, and then we will say the letter name together. Next I will say the sound the letter makes, and we will say the sound together. Finally, we will find the letter from our cup that matches the letter on our letter mat and place the letter on top of the letter on our letter mat.



Let's look at the first letter on our letter mat.

ACT: [Point to the letter D on the letter mat.]

This is the letter D. Let's together say its name.

The letter D makes the sound /d/, like at the beginning of the word "dance." Let's together say the sound of letter D: /d/.

Now we want to find the letter D in our cup.

[Help children find the letter D manipulative, if necessary.]

Now let's place the letter D on our letter mat.

[Place the letter D manipulative on top of the letter D on the letter mat.]

Let's try another letter!

[Point to letter L on the letter mat. Say its name and ask children to together repeat its name. Next say its sound, and then a word that begins with the same sound, and then ask children to together repeat its sound. Finally encourage children to find the letter L manipulative and place it on



the letter L on the letter mat. Continue until you have said the name and sound, and matched each letter on the letter mat in order.]

RECAP: Today we learned more about letters D, L, N, and G. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.



Scaffolding Tips

Extra support ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: “We are looking for letter L. It has a straight line down, a straight line across.”

Enrichment ■ If children are familiar with letter names and sounds, invite them to lead the group in saying each letter name and sound. ■ After the letter manipulative is placed on the mat, invite children to say a word that begins with the letter. ■ Encourage children to find a letter when the only clue you provide is the sound. Example: “The letter I am looking for makes the /g/ sound like in the word ‘goat.’”



Center Activity

Play a letter toss game. Tape *small letter cards D, L, N, and G in random order on the floor. Provide a beanbag for children to gently toss to a letter card.

*Printables provided



Family Child Care

Review letters using *picture cards and letter manipulatives. Provide picture cards that correspond to each letter on the letter mat. Example: Letter “N” picture cards include nail, necklace, nest, and nose. Mix up picture cards and invite a child to choose a picture card. Encourage the child to say the name of the picture card. Then say “A ___ begins with the sound /___/.” Invite the child to then find the letter manipulative that makes the same sound.

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will subtract items from a group.



Key Concepts

New: Subtract



Materials Needed

Ladybug picture (Day 2)

Counters—6 per child

*Whale picture—1 per child

*Spinner

*Printables provided



Optional Reading

Taking Away with Tigers by Tracey Steffora

BEGIN: [Display ladybug picture.]

On Day 2 we added spots to a picture of a ladybug. Today we are going to add spots to a picture of a whale. We also will take away some spots we put on our whale picture.

[Display picture of whale.]

ASK: What happens to a group when we take away items? (it gets smaller)

ACT: [Give each child a whale picture and four counters.]

We will pretend our circles (counters) are spots.

Please put four spots on your whale. Please count each spot you put on your whale picture to be sure your picture has four spots.

[Pause while children place four counters on their whale.]

We will use a spinner to tell us how many spots to subtract from our whale. **Subtract** means to take away something from a group of things. We are going to take away spots from our whale picture.

[Display spinner. Show how it works, if appropriate.]

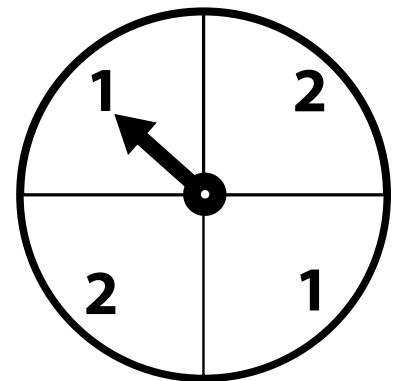
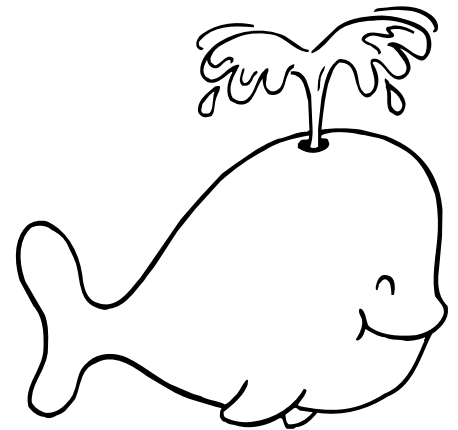
I will spin the spinner, and we will subtract the number of circles the spinner lands on. I will show you how to do it.

[Spin the spinner. Point to and say the number it lands on. Count out and take away the corresponding number of spots from the whale.]

I subtracted ___ spots from my whale picture. Now I want to find out how many spots I have left on my whale.

How could we find out how many spots are left on the whale? (count them)

Let's count the spots together.



[Lead children in counting the number of spots left on the whale while pointing to the spots as you count each.]

Let's all of us take away spots on our whale picture. Each of us has four spots on our whale. I will spin the spinner, and we will subtract the number of spots that the spinner lands on.

[Repeat the activity beginning with six spots on each whale. Invite a volunteer child to spin the spinner and say what number the spinner lands on. As appropriate, help children subtract the corresponding number of spots from their whale and then count to find out how many are left.]

RECAP: Today we used whale pictures to practice subtracting. What happens when we subtract? (take away)



Scaffolding Tips

Extra support ■ Encourage children to touch each spot as they count how many spots are left.

Enrichment ■ Ask children to look at the spinner and tell how many different numbers are on the spinner. ■ After children have subtracted the correct number of spots, ask how many they would have left if they subtracted one more spot.

123 Center Activity

Play subtraction bowling. Arrange 10 cups in a group. Invite children to roll a golf ball and knock down as many cups as they can. How many cups fell over? How many cups are left?



Family Child Care

Practice subtraction during lunch and snack time by using small groups of food items, such as crackers or carrots. Begin by asking children how many items they have, and then give them an amount to subtract (eat). How many do they have left?



3–5 YEARS

Large Group



Skill and Goal

Concepts of time

Children will understand that different activities require different amounts of time.



Key Concepts

New: Stopwatch



Materials Needed

Stopwatch
Chart paper
Writing tool



Also Promotes

Mathematics
Self-Regulation
Physical/Health

Be Prepared: Take pictures of 2–5 different activities done during the day (examples: center activities, outdoor time, snack time). These pictures will be used in the Day 5 activity.

BEGIN: We do many different things in our classroom every day. What are some of the things we do? (eat snack and lunch, take a nap, play outside, center time, group time, etc.)

EXPLAIN: Each of the things we do takes a certain amount of time. Some things take a short amount of time. Some things take a longer amount of time. Our snack takes a short amount of time. Our outdoor time takes a longer amount of time.

[Encourage children to compare activities in your classroom that take a short amount of time versus a longer amount of time to do. Examples: handwashing time versus lunchtime, snack time versus center time. Point out that some things take more time than others.]

Today we will find out how long it takes to do some things by using a stopwatch. A **stopwatch** is a special kind of watch that can tell us how long it takes to do something.

[Demonstrate how the stopwatch works, including how to make it start and stop. Show children the numbers on the stopwatch.]



We are going to see how long it takes for us to jump 10 times. I will start the stopwatch when we begin jumping, and I will stop the stopwatch when we stop jumping. The numbers on the stopwatch will tell us how long it takes to jump 10 times.

ACT: *[Invite children to jump when you say “go.” Start and stop the stopwatch as children begin and finish 10 jumps.]*

Write the amount of time on a chart paper. The exact amount of time is not important for children to remember. The intent is to help children become familiar with differences in the amount of time various activities take.]

Now, let’s see how long it takes to jump 20 times! Twenty jumps is more than 10 jumps. I will start the stopwatch when we begin jumping, and I will stop the stopwatch when we stop jumping.

[Invite children to jump when you say “go.” Start and stop the stopwatch as children begin and finish 20 jumps.]



Write the amount of time on a chart. Compare the amount of time it takes for 10 and 20 jumps.]

Do you think it will take a longer amount of time for one of us to walk to our classroom door or to walk across the room? Let's try it and find out.

[Start and stop the stopwatch as a volunteer child begins and finishes walking to the door. Use the stopwatch again as a different volunteer child begins and ends a walk across the room. Write the amount of time for each on a chart. Compare the amount of time it took to do each.]

RECAP: Some things in our day take a longer amount of time than other things. What is something you do at home that might take a long time? (bath time, nap time, etc.) What is something you do at home that might take a short amount of time? (washing hands, brushing teeth, etc.)



Scaffolding Tips

Extra support ■ Point to and name some activities on your posted daily schedule or specific centers in your classroom if children need assistance in thinking of some things they do in the classroom.

Enrichment ■ Encourage children to look at the stopwatch numbers for the length of different activities. Which number is larger? ■ You may wish to use a digital stopwatch. Call attention to how the numbers get bigger when using a digital stopwatch.



Center Activity

Supply a stopwatch. Demonstrate how to start and stop the stopwatch. Invite children to use the stopwatch to find out how long it takes to do things of their choice. They may wish to jump different numbers of times, or compare times for walking to different parts of the classroom.



Family Child Care

Use the stopwatch throughout the day to see how long it takes to do different activities. Encourage children to look at the stopwatch after each activity and discuss whether the activity took a long amount of time, or a short amount of time.

WEEK
32

DAY
4

Moving Our Bodies



3-5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will practice and compare kicking and underarm throwing to move a ball away from their bodies.



Key Concepts

Review: Throw
Kick



Materials Needed

2 lengths of rope (see Be Prepared)
6 large, soft balls (punch balls)



Also Promotes

Self-Regulation

Be Prepared: This plan describes an outdoor activity. The rope should be of sufficient length to accommodate three children standing in front of it for throwing and kicking purposes. Place ropes (start and goal lines) enough distance apart to provide achievable challenge for kicking and throwing a ball. If the activity is done indoors, use a foam ball or other type of ball that does not travel far. The activity plan calls for three children to practice at a time. Adjust this arrangement as necessary. Identify an auditory signal to use for letting children know it is okay to retrieve their two balls after kicking and throwing. Secure the assistance of another adult.

BEGIN: [*Display ball.*]

We are learning how to move a ball away from us. Last week we practiced kicking a ball. Kicking is one way to move a ball away from us. What is another way we can move a ball away from us? (throwing)

- ASK:**
- What part of our body do we use to throw a ball? (arm, hand)
 - What part of our body do we use to kick a ball (foot, leg)

EXPLAIN: Today we will practice kicking and then throwing a ball. Let's remember how we kick and how we throw a ball.

ACT: [*Place ball on the ground/floor in front of you. Demonstrate actions as you describe each step.*]

- What do we do to get ready to kick a ball? (look at the ball)
- What do we do next? (decide what foot to use for kicking)
- What do we do with our other foot? (put non-kicking foot next to the ball)
- What part of our foot do we use to kick the ball? (inside)

Let's spread ourselves out so there's a safe space between us. Then let's practice kicking an imaginary (pretend) ball.

Now let's remember how we use an underarm throw to move a ball away from us. We know that we move one of our arms backward and then forward when we do an underarm throw.

[*Demonstrate actions as you describe each step.*]

- What do we do first? (stand tall with both feet on the floor pointing in the direction we want to throw, and look where we want to throw)
- What do we do next? (hold the ball in our throwing hand with our throwing arm at the side of our body)
- What do we do with our throwing arm? (move it backward and put the opposite leg in front of our body)

Moving Our Bodies *continued*



- What is the last thing we do? (move throwing arm forward and let go of the ball when it reaches the level of our chest)

Let's practice throwing an imaginary (pretend) ball.

EXPLAIN: Now we are ready to play a game called *Move Down the Field*. Three of us will play at one time. We will stand in front of a rope and then move our ball down the field.

Each of us will get two balls. First we will kick one ball. We will kick from a standing position. We will kick the ball once. Then we will throw our other ball. We will throw the ball once.

We want to find out if our ball moves farther down the field by kicking or by throwing. It is okay if our ball does not get to the goal line. We are practicing. We are not competing.

I will (describe auditory signal) after all of us have a chance to kick and throw. The (signal) means it is safe for each of us to pick up our balls and stand behind the other rope. Then we will practice kicking and throwing again. We will use one ball for kicking and the other ball for throwing.

Please watch me (or other adult) play our game.

[Describe and demonstrate kicking one ball and throwing the other ball. Use and describe the meaning of your signal. Then retrieve both balls, stand behind the opposite rope, and repeat the actions. Emphasize the importance of waiting for the signal before walking beyond the start line to retrieve balls. Remind children that the game is practice; there are no winners or losers.]

ACT: *[Select three children to participate first. Designate a space for other children to wait and watch. Manage the flow of three children participating at a time. Provide verbal support as appropriate. Gather children in a group at the conclusion of the practice.]*

RECAP: Today we practiced two different ways to move a ball away from us.

- Did your ball go farther down our field by throwing or by kicking?
- Why do you think this happened?



Scaffolding Tips

Extra support: ■ Emphasize that we kick and throw a ball only once in each round. It is okay if a ball does not reach the goal line. ■ Omit the second round of kicking and throwing if time is limited. In this arrangement, children pick up their two balls after all children have kicked and thrown. They do not go to the other line for a second set of practice. ■ Some children may benefit from an adult's gentle verbal coaching about the steps to follow for kicking and/or throwing.

Enrichment: ■ If children are skilled at kicking from a stationary position, encourage them to try taking one step forward and then kicking the ball during their second round of moving the ball. Does the ball move farther? ■ Invite a child who is skilled at kicking and throwing to demonstrate each step in the demonstration segment of the activity.



Center Activity

Provide continued practice with kicking and throwing outside if adult supervision is available. Designate a place for this practice. Use a variety of balls for children to compare.



Family Child Care

Provide beanbags to younger children who are interested in tossing an item in a safe setting that you designate.



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 say the sound of letter D.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter D card

Chart paper

Marker

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: We are going to again practice finding letters we know by looking for them in a sentence. When we find the letters, we will also say the sound the letters make.

ACT: [Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:

Our class voted for a white dog.]

We want to find a lowercase letter d in our sentence.

[Display letter card D. Point to the lowercase d on the card.

Encourage a volunteer child to look for and point to each instance of the lowercase letter d in the sentence as you display the D letter card.]

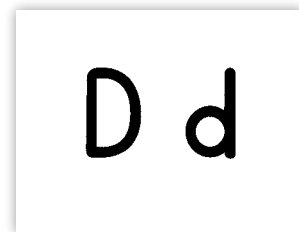
What sound does the letter D make?

Yes! Letter D says /d/. Let's together say the sound of the letter D: /d/.

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:



Understanding Words *continued*



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

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will practice adding and subtracting.



Key Concepts

Review: Add
Subtract
Count



Materials Needed

Mouse Count by Ellen Stoll Walsh
Transparent nonbreakable jar (see Be Prepared)
10 counters (see Be Prepared)



Also Promotes

Language/Literacy

*Printables provided

Be Prepared: Secure a large nonbreakable cup or jar that is fully transparent, so children can see the items placed in the jar. The 10 counters are pretend mice in the following activity. You may wish to use a different material to represent the 10 mice. It's important for the size of each to be similar.

BEGIN: [*Hold up two fingers on one hand.*]

- How many fingers am I holding up? (two) Now I am going to hold up two more fingers.
[*Use same hand to hold up four fingers.*]
- How many fingers am I holding up now? (four)
- Did we just practice adding or subtracting? (adding)
[*Continue to hold up four fingers on one hand.*]
- Now I am going to take away one finger. How many fingers am I holding up now? (three)
- Did we just practice adding or subtracting? (subtracting)

EXPLAIN: Today we are going to read a book about some little mice and a snake.

[*Display book cover.*]

Our book is called *Mouse Count*. The book was written by Ellen Stoll Walsh.

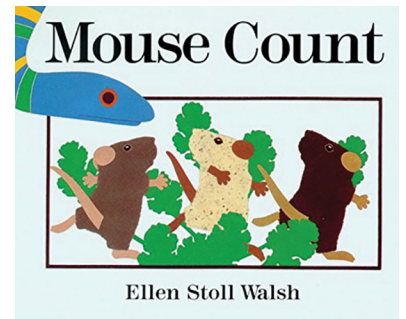
Let's talk about what we see on the cover of our book.

[*Encourage children to count the three mice with you—1, 2, 3—and describe the snake's head. Point out the book title and author's name.*]

The word "count" is in the title of our book. We know what it means to count. We say our numbers to find out how many.

ACT: [*Read the book, using your own words to expand book text. Emphasize that snakes like to eat mice. That's why the mice in our story are careful to watch for a snake.*]

As part of reading the book, encourage children to join you in counting each of the three sets of mice the snake puts in the jar.



At the conclusion of the book, engage children in a conversation focused on their interests in the story and key aspects of the story, such as the following:

- the snake wanted the “little, warm, and tasty” mice to be his dinner
- the snake kept putting more mice in his jar because he was hungry; the number of mice in the jar got larger and larger!
- how many mice did the snake put in the jar? (10)
- what did the mice do to get out of the jar?

As a follow-up to the book sharing, display the jar and 10 counters. Explain that we will pretend the counters are little mice. Put the pretend mice in three groups on the table or floor, corresponding to the story: two groups of three and one group of four.

Lead children in counting each group of pretend mice in the order used in the book (three mice, then four mice, then three more mice) as you or volunteer children take turns placing items in the jar, one at a time. Use the count on approach demonstrated in the book (1, 2, 3; 4, 5, 6, 7; and 8, 9, 10).

Invite a volunteer child to show how the mice rocked the jar one way and then another way to tip it over and escape from the snake.

Lead children in counting the number of pretend mice as each is removed from the jar. Hold each pretend mouse as it is counted and moved away from the jar.]

RECAP: Today we read a story about a hungry snake and 10 little mice. We practiced counting the mice the snake put in the jar. We also practiced counting pretend mice we put in our own jar. How do we know there were 10 little mice? (counted them; last number counted was 10)



Scaffolding Tips

Extra support ■ Our story says the snake was **greedy**. This means he had a strong interest in getting more little mice for his dinner.

Enrichment ■ When you begin counting the second and third groups of mice that the snake adds to his jar, remind children that the last number we counted tells how many mice are in the jar. We start counting again with the next number. Example: “Remember, the snake put three little mice in his jar. Now he has more mice to put in the jar. We start counting with the number four. Number four comes after number three.” (You may wish to review the concept of count on introduced in Week 31, Day 2.) ■ When you lead children in counting the number of pretend mice as they are removed from your jar, pause the counting after a number of your choice and ask how many pretend mice are left. Support children in counting the number of remaining pretend mice.

WEEK

32

DAY

5

Counting Things *continued*

123
Mathematics

123 Center Activity

Practice adding and subtracting with dominoes. Invite children to choose a domino from a basket and add the dots on both halves of the domino to find out how many they have all together. Then invite children to practice subtraction by taking the smaller number of dots away from the larger number of dots. How many dots would be left? If necessary, provide counters for children to manipulate to represent the dots.

Family Child Care

Encourage school-age children to make up a story about a group of children at a park that keeps growing as more children join the group to play. The story could also include subtraction when children begin to leave gradually as their parents call them home. Invite younger children to pretend to be the children in the story.



3-5 YEARS

Large Group



Skill and Goal

Concepts of time

Children will strengthen their understanding of the concept of time.



Key Concepts

Review: Life cycle



Materials Needed

The Growing Story by Ruth Krauss



Also Promotes

Language/Literacy

Science

BEGIN: We are learning about time. We know that things we do during the day take a certain amount of time.

EXPLAIN: We also know that living things grow and change over time. Remember, this is called a life cycle.

- ASK:**
- How does a caterpillar change over time? (it becomes a butterfly)
 - How does a tadpole change over time? (it grows and becomes a frog)
 - Have you changed since you were a baby?

EXPLAIN: Today we are going to read a book about a boy who grows and changes over time.

[Display book cover.]

Our book is called *The Growing Story*. The author of our book is Ruth Krauss. The illustrator is Helen Oxenbury.

ACT: [As you read the book, pause to describe illustrations that show how things grow and change over time.]

Ask the following questions focused on time after you've finished reading:]

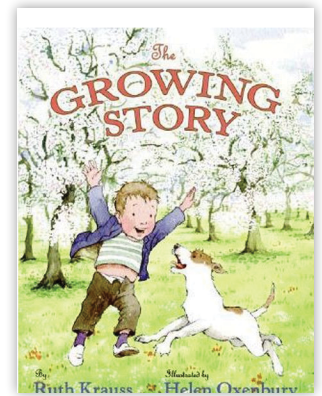
- The book helped us remember that animals and plants change over time. The chicks and dog grew bigger. How did the plants change? (got bigger, flowers bloomed, produced corn and fruit, leaves on the trees changed colors and fell off the trees)
- How did the little boy change over time in our book? (his arms and legs grew, his pants were too tight and the pant legs were too short because he had grown)

EXPLAIN: Let's think about how long it takes some living things to grow and change over time.

The chicks and puppy were little, just like the boy at the beginning of our book. The chicks and dog were all grown up at the end of our book.

ASK: Was the boy all grown up at the end of our book? (no)

EXPLAIN: We know that it takes more time for a person to grow up than it does for a chick or puppy to grow up. Each life cycle takes a certain amount of time.





ASK: How are we different now compared to when we were a baby? (clothes are bigger, longer arms and legs, can reach things that are higher, more teeth)

EXPLAIN: It took a long time for our body to grow and change.

RECAP: We know that living things grow and change over time. In our book, a little boy, a dog, chickens, and plants all changed over time. What takes the most time to grow up: a child, a chicken, or a dog?



Scaffolding Tips

Extra Support ■ Display and describe illustrations in the book that pertain to questions children may find confusing. Example: If children seem unclear about how chicks changed over time, show and describe the picture of the little boy sitting on a stump with chickens around him; compare the chickens to the book's illustration of chicks. ■ To help children remember how people change over time, it may be helpful to review the life cycle of a person (Science Week 19, Day 1).

Enrichment ■ Explain that the plants and animals grew faster than the little boy in our book. The little boy in the book noticed how much the chicks and puppy grew. Ask questions to engage children in discussion. Examples: "Was it easy or hard for the little boy to tell he had changed?" "What did the little boy do that helped him see he had grown?"



Center Activity

Place the book from today's activity in the art area. Invite children to choose a plant or animal that changed over time from the book. Encourage children to draw how the animal or plant changed in the book. Example: There is an illustration of the pear trees full of blossoms. Later in the book, there is a picture of the pear trees with pears and green and brown leaves.



Family Child Care

Provide dress-up clothes and shoes. Invite children to try on different clothes. Encourage children to describe how the clothes fit. If the clothes are too small, encourage children to describe why the clothes are too small. If the clothes are too big, encourage children to describe why the clothes are too big.

WEEK
32

DAY
5

Moving Our Bodies



3–5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will move their bodies in response to verbal requests.



Key Concepts

Review: Jump
Gallop
March
Hop
Skip



Materials Needed

Open space



Also Promotes

Self-Regulation

BEGIN: Today we will play our *Sleeping, Sleeping, All the Children are Sleeping* game. When we wake up today in our game, we will move our bodies around our activity space. Please listen carefully to the song so you know how to move your body. The song may ask us to jump or hop or march or move our bodies in some other way.

ASK: What can we do to make sure we do not bump into someone when we are moving? (stay in our personal space, pay attention to people around us, keep a safe distance from the person in front of us)

ACT: [Encourage children to lie in a sleeping position. Begin singing the song. Name a different movement each time children pretend to wake up. Use one or more movements in the Key Concepts list. Continue the activity as time and child interest permit.]

RECAP: Today we played our *Sleeping, Sleeping, All the Children are Sleeping* game. We moved our bodies in different ways each time we woke up.



Scaffolding Tips

Extra support: ■ Review how the game works if children seem uncertain (Self-Regulation Week 12, Day 1). ■ Repeat movements (consecutively or randomly) that seem particularly challenging.

Enrichment: ■ Add a pace element to a motion such as march fast or jump slowly.



Center Activity

Encourage children to continue the game outside with different children leading the game



Family Child Care

To incorporate younger children, play the game using pretend animals that use movements you wish for children to practice. Examples: elephants march, frogs jump.