



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 identify the final sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter K (Days 2, 5)

123

Mathematics

Counting Things

- Practicing adding and subtracting items (Days 1–5)



Self- Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
 - *Orange Circle, Purple Circle* game (Day 1)



Social- Emotional

Being Responsible

- What it means to make a decision (Day 2)
- Thinking about choices and making a good decision (Days 2, 3)



Social Studies

Exploring Time

- Moving to a new place and building a house long ago (Days 4, 5)
- Comparing how people did things long ago to how we do things now (Day 5)



Science

Exploring Habitats

- Characteristics of a rainforest (Day 1)
- Animals and plants that live in a rainforest (Day 2)
- Types of food eaten by animals in a rainforest (Day 3)



Physical/ Health

Staying Healthy and Safe

- Ways we can protect our skin from the sun (Day 4)
- Ways to stay healthy and safe in hot weather (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 G.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

- *Letter G 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 G card.]

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

Letter G says /g/, just like in the word "graph" /g/, /g/, graph. Let's together say /g/, /g/, graph.

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

G g

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 add animals to a group and take away animals from a group.



Key Concepts

New: Veterinarian

Review: Add
Subtract



Materials Needed

5 stuffed animals

3 chairs

*Number list (see Extra Support tip)



Optional Reading

Adding with Ants by Tracey Steffora

BEGIN: Last week we practiced adding together groups of items. We know that something gets larger when we add items to it. We also practiced taking away items from a group. What is it called when we take away items from a group? (subtract)

EXPLAIN: Today we will act out a story. In the story, we will add and subtract.

ACT: *[Invite three volunteer children to stand near you to help with the story. Give the first child one stuffed animal, the second child two stuffed animals, and the third child three stuffed animals. Explain to children that the stuffed animals are pretend pets. Then line up three chairs.]*

Our story is about some pets that went to the veterinarian. A **veterinarian** is a doctor for animals. Sometimes a veterinarian is called a vet.

Have you ever taken a pet to the vet?

Let's listen carefully to our story.

One day a child went to a veterinarian's office with a puppy that was sick. The child sat in a chair with the puppy and waited for a turn to see the veterinarian.

[Guide the child with one stuffed animal to a chair.]

Next another child arrived with two kittens that needed a checkup. The child with the two kittens sat in a chair next to the first child with the sick puppy.

[Guide the child with two stuffed animals to a chair next to the first child.]

Let's figure out how many animals are waiting to see the veterinarian. To see how many animals there are all together, count on to add the number of animals in both groups. We will start with the number of animals in our largest group, and then count on to the animal in our other group.

[Point to each animal as you lead children in counting on. Example: "There is a group of two animals and a group of one animal. Two animals is a larger group than one animal. We will begin counting with the number two." Continue counting the animal in the second group. Encourage children to count out loud with you: "2, 3."]

There are three animals all together.

As the children and animals were waiting for their turn, another child arrived with two bunnies. The two bunnies needed to get shots. The child with the bunnies sat next to the child with the kittens.

[Guide the child with two stuffed animals to a chair next to the second child.]

Let's count on to see how many animals there are all together. We will start with the number of animals in our largest group, and then count on to the animals in our other group.

[Point to each animal as you lead children in counting on. Example: "We know there are three animals already here and now a group of two animals just arrived. Three animals is a larger group than two animals. We will begin counting with the number three." Continue counting the animals in the second group. Encourage children to count out loud with you: "3, 4, 5."]

Now there are five animals in the veterinarian's office.

Finally it was the sick puppy's turn to see the veterinarian. The child with the puppy left his/her chair.

[Guide the child with one stuffed animal back to his/her seat on the floor.]

We will begin to subtract the animals in our group. We know that subtract means to take away something from a group of things.

We started with five animals and one went away. We subtracted one animal from our group of five animals.

How many animals are waiting now? Let's count them.

[Lead children in counting the number of animals left waiting while pointing to animals as you count each.]

Now there are four animals waiting.

Next it was time for the two kittens to see the veterinarian. The child with the two kittens left his/her chair.

[Guide the child with two stuffed animals back to his/her seat on the floor.]

There were four animals waiting and two went away. We subtracted two animals from our group of four animals.

How many animals are waiting now? Let's count them.

[Lead children in counting the number of animals left waiting while pointing to animals as you count each.]

Now there are two animals waiting.

It was time for the two bunnies to see the veterinarian. The child with the two bunnies left his/her chair.

[*Guide the child with two stuffed animals back to his/her seat on the floor.*]

We had two animals and they left to see the veterinarian.

How many animals are left waiting now? (zero) We know that zero means none. There are no more animals waiting to see the veterinarian.

[*If time permits:*

Create and tell your own addition and subtraction stories that children can enact.]

RECAP: Today we listened to a story about three children who took their animals to the vet. We added and subtracted animals as we listened to the story. How many animals were left at the end of our story? (zero)



Scaffolding Tips

Extra support ■ As children act out the story, display a number list and point to the pertinent numbers on the list as children arrive and leave the veterinarian's office. ■ Remind children that we are counting toy animals, not the number of children who bring the animals to the office. ■ Make sure children understand the term "checkup." A checkup is a visit to a doctor/dentist/or veterinarian to make sure a person/animal is healthy.

Enrichment ■ After the five animals (three children) arrive at the veterinarian's office, ask children how many animals there would be if three more animals arrived? (eight)

123 Center Activity

Add several stuffed animals to the housekeeping center. Encourage children to add and subtract stuffed animals as they play.



Family Child Care

Share additional stories throughout the day to encourage adding and subtracting. Examples: children playing with toys outside, children eating a number of items at lunch.



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will regulate their behaviors in response to changes in visual, oral, and aural prompts.



Key Concepts

Review: Focus



Materials Needed

3 yellow triangles and 3 yellow squares cut from construction paper (see Be Prepared)

3 blue circles and 3 blue rectangles cut from construction paper (see Be Prepared)

Brown circle, pink circle, purple circle, and orange circle cut from construction paper (see Enrichment tip)

Be Prepared: Hang each of the following shapes on different walls in the classroom: two yellow triangles, two yellow squares, two blue circles, and two blue rectangles.

If time permits, offer *Conducting an Orchestra* from Week 31, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Conducting an Orchestra* from Week 31, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before. We will play *Orange Circle, Purple Circle*. This game helps us learn how to focus our attention on what we are expected to do. We know that when we focus on something, we concentrate on it.

ACT: Today, we are going to play our game with colored shapes and change the rules of the game. I have a yellow triangle and a yellow square.

[Hold up both shapes.]

Let's try wiggling our hips when we see the yellow triangle, and stopping when we see the yellow square.

[Hold up the yellow triangle for a few seconds and encourage children to wiggle their hips. Then hold up the yellow square and encourage children to stop. Do this several times. If children readily follow the changes, vary the timing of holding up the action shape. Example: Hold up yellow triangle for 10 seconds, then hold it up for five seconds, etc.]

We just wiggled our hips when we saw the yellow triangle, and stopped when we saw the yellow square.

Now let's change the rules of our game. This time we will wiggle our hips when we see the yellow square, and stop when we see the yellow triangle.

[Hold up the yellow square for a few seconds and encourage children to wiggle their hips. Then hold up the yellow triangle and encourage children to stop. Do this several times. If children readily follow the changes, vary the timing of holding up the action shape. Example: Hold up yellow square for 10 seconds, then hold it up for five seconds, etc.]

Let's play our game again. This time we will use two different shapes and change the rules of the game.

[Hold up each shape as you demonstrate the body movement that corresponds with each.]

- We will run in place when we see the blue circle.
- We will clap when we see a blue rectangle.



- We will stop when I put both shapes behind my back.

Let's see if we remember what we need to do for each new shape.

- What do we do when we see the blue circle? (run in place)
- What do we do when we see the blue rectangle? (clap)
- What do we do when I put the shapes behind my back? (stop)

Let's practice!

[Continue playing the game as you hold up each shape. Be sure to clearly say "Blue Circle!" and "Blue Rectangle!" when you hold up the shapes for all to see. Hold up each shape for several seconds. Then put the shapes behind your back.]

If children follow the prompts without much difficulty, then do the opposite motions for each shape. Be sure to review the game changes before you begin a new version.]

RECAP: Today we played *Orange Circle, Purple Circle* again. We paid close attention to what we were expected to do and remembered new rules.

- How did we know what to do during the games? (look at shapes)
- Why did we need to pay close attention? (because the shapes changed)
- Was it difficult to focus on the changing shapes?



Scaffolding Tips

Extra support ■ Omit one or more of the changes in game rules if children seem overly challenged by the changes. ■ If children need an additional visual reminder of the action to be completed, perform the action as you change the shapes. Example: When holding up the blue circle, run in place also.

Enrichment ■ If children easily grasp the rule changes for the game, hold up each shape for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle, Purple Circle*: Stomp for brown circle, clap for pink circle, tap knees for purple circle, and tap nose for orange circle. Children will stop when circles are placed behind your back.



Center Activity

Provide the colored shapes used during today's activity. Invite children to continue playing *Orange Circle, Purple Circle*. Encourage children to take turns holding the shapes and naming the action to be done each time.

WEEK
33

DAY
1

Focusing & Remembering *continued*



Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

The *Orange Circle, Purple Circle* game is an adaptation of the "Red Light, Green Light" game described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a rainforest, including the rainforest floor.



Key Concepts

New: Rainforest

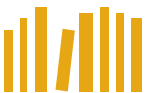
Review: Habitat
Compound word
Desert



Materials Needed

*7 pictures as shown

*Printables provided



Optional Reading

Over in the Jungle by
Marianne Berkes

BEGIN: We are learning about different types of habitats. What is a habitat? (a place where certain types of plants and animals usually live)

EXPLAIN: Several weeks ago we learned about a forest habitat.

ASK: What do you remember about a forest? (covered with trees and other plants, brown and green, many plants and animals live there)

EXPLAIN: This week we will learn about a habitat called a rainforest. A **rainforest** is a forest that gets a lot of rain and has very tall trees. Sometimes a rainforest is called a jungle.

The word rainforest is a compound word. We know that a compound word is the new word we make by putting two words together.

ASK: What two words do you hear in the word rainforest? (rain, forest)

EXPLAIN: Let's look at a picture of a rainforest.

[Display picture of a rainforest.]

ASK:

- Have you ever been to a rainforest or seen a rainforest in a movie?
- What was it like?

[Encourage children to discuss what they know about a rainforest.]



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EXPLAIN: It rains in a rainforest almost every day. A rainforest has more kinds of plants and animals than any other habitat in the world because it rains so much.

Today we are going to talk about some things that live on the ground of a rainforest. The ground is soil. We call this part of a rainforest the rainforest floor.

[Point to the floor in the rainforest picture.]

Many kinds of plants, insects, and other large animals live on a rainforest floor. Let's look at some pictures of some animals and plants that live on a rainforest floor.

ACT: [Display the following pictures of plants and animals that live on a rainforest floor: tiger, gorilla, ferns, and flowers. Children are not expected to remember the specific names. Name each animal and plant and encourage discussion of its characteristics with questions, such as the following:]



- Tiger—A tiger's stripes help it to blend in with the plants on the rainforest floor. This helps a tiger to hide from animals it is hunting.
- Gorilla—Animals that live in a rainforest need a way to keep dry because it rains a lot in a rainforest. What covers a gorilla's body that keeps it dry? (fur) A gorilla uses its legs and long arms to move through the rainforest. Let's pretend we are a gorilla moving through the rainforest.

[Encourage children to move their bodies like a gorilla in the rainforest.]

- Ferns—How are ferns different from trees? (smaller)
- Flowers—What color is this flower growing on the rainforest floor? (purple)



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James Gaither/flickr/(CC BY-NC-ND 2.0)



Luke Jones/flickr/(CC BY 2.0)



Ian Morton/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: *[Point to the tall trees in the rainforest picture as you describe how they provide shade for the rainforest floor. Point also to a leafy and green plant on the rainforest floor.]*

The plants on a rainforest floor are very leafy and green because a rainforest gets lots of rain. These plants do not need a lot of sunlight to grow. The rainforest floor gets a small amount of sunshine. Tall trees and other tall plants grow above the rainforest floor and provide shade for the plants below.

[Display together the pictures of a rainforest and a desert.]

Let's compare a rainforest habitat to a desert habitat. Remember, there is a lot of sun and very little rain in a desert.

Desert plants get a lot of sun but not a lot of rain. Rainforest plants get a lot of rain but not a lot of sun. A rainforest and a desert are very different places for plants and animals.

- ASK:**
- How are rainforest plants and desert plants different? (rainforest plants are very green, most desert plants do not have leaves)
 - Would a plant that lives on the floor of a rainforest be able to live in a desert? (no) Why not? (too much sun; needs shade)



WanderingSoles/flickr/(CC BY 2.0)



- Would a tiger or gorilla be able to live in a desert? (no) Why not? (too hot)

RECAP: Many plants and animals live in a rainforest because it rains almost every day. There are more plants and animals in a rainforest than in any other habitat. The rainforest floor gets very little sunlight because the tall trees and other plants that grow above it provide shade for the plants below.

Scaffolding Tips

Extra support ■ Hold a piece of paper or a large leaf (or cutout of a leaf) to demonstrate how the rainforest floor can be shaded from the sun by the trees above. Remind children of their ice cubes melting less quickly in shade than in sun (Science Week 3). ■ Display and discuss pictures of a desert (Week 27) if children seem unclear about this habitat.

Enrichment ■ Many of the insects that live in a rainforest are very large. Ask children why they think this is true. (there is a lot of food and water for the insects to eat and drink) ■ Explore sounds of the rainforest on the Internet, if possible. Encourage children to guess what sounds they hear. Examples: birds, insects, rain.

Center Activity

Provide *rainforest and desert animals and plants sorting cards. Encourage children to sort the pictures by habitat.



*Printables provided

Family Child Care

Take a trip to a park. Look at the various plants that live on the ground. Are they in the shade of a tree or other plant? Discuss how some plants need less sunlight to live than others.



3-5 YEARS

Small Group



Skill and Goal

Phonological
awareness

Letter knowledge

Children will understand how to identify the final sounds of familiar words. Children also will identify and name the letter K.



Key Concepts

Review: Kick



Materials Needed

*Picture cards (see Be Prepared)

*Letter K card

Chart paper

Marker

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Organize groups of three picture cards as listed below:

hand-bed-cake
swim-gum-nose
doll-nail-bug
bear-flower-bag

bird-sand-car
sun-lion-ear
dog-pig-star
mop-cap-bee

BEGIN: Today we are going to play a game with picture cards. We will listen for sounds in words when we play this game.

EXPLAIN: I am going to show you three picture cards. Two of the picture cards end with the same sound. One of the picture cards ends with a different sound. We are going to figure out which two cards end with the same sound. Let me show you first.

ACT: [Display picture cards for hand, bed, and cake. Point to each picture as you say its name while clearly enunciating the final sound of each word.]

I have pictures of a hand, bed, and cake. Hand and bed end with the /d/ sound. Cake ends with the /k/ sound.

I am going to write the words "hand" and "bed" on this chart. The words "hand" and "bed" end with the same sound.

Let's together say the words "hand" and "bed."

[Encourage children to emphasize the final sounds as they say hand and bed.]

Now let's say the word "cake" together.

[Encourage children to emphasize the final sound as they say the word "cake."]]

I want to write the letter that makes the /d/ sound above the words "hand" and "bed." Which letter should I write above the words "hand" and "bed"? (d)

[Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Continue as time allows.]

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

[Display letter K card.]

ASK: Does anyone know the name of this letter?

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

K k



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

This is an uppercase K.

We can also write the letter K like this.

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

This is a lowercase k.

Several weeks ago we learned about kicking. We use our leg and foot when we kick.

The word “kick” begins and ends with the letter k. I will write the word “kick” on our chart. I am going to write “kick” with two lowercase (small letter) ks.

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

Let’s all say the word “kick.”

[Invite a volunteer child to point to the two letter ks in the word “kick.”]

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

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

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

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

RECAP: Today we looked at pictures of items and figured out which two of the three pictures had the same ending sound. We also wrote the names of the items that had the same ending sound on our chart.

We also learned about the letter K. What word begins and ends with the letter k? (kick)



Scaffolding Tips

Extra support ■ Enunciate clearly the final sound of each word in each group of three pictures. ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: Clap when you say the /d/ sound in bed. ■ If children need additional support in determining which two pictures have the same final sound, exaggerate the pronunciation of the sounds (examples: /s-s-s/ and /d/-/d/-/d/).

Enrichment ■ Ask children to name other items that end with the same sound as the two picture card names written on the chart. Example: "What other things end with the /g/ sound like in dog, egg, and pig?" You may wish to give hints by saying the first part of a word. Examples: 'fro-' or 'lo-'.



Center Activity

Provide *picture cards used in today's activity. Encourage children to determine which cards in each group of three have the same final sound.

*Printables provided



Family Child Care

Play a game that highlights same and different final sounds. Invite school-age children to enunciate the final sounds of two words you give them. Ask younger children if the two words have the same final sounds or different ending sounds. Mix pairs of same final sound words and different final sound words.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to subtract.



Key Concepts

Review: Subtract



Materials Needed

Chairs—1 per child

Large paper

Marker

Music CD

CD player

*Number list (see Extra Support tip)



Also Promotes

Self-Regulation



Optional Reading

Monster Musical Chairs by Stuart J. Murphy

BEGIN: Today we will subtract as we play a game called *Musical Chairs*. Remember, subtract means to take away something from a group of things.

- ASK:**
- Have you ever played *Musical Chairs*?
 - How does it work?

ACT: Let's each place a chair in a circle.

[*Help children arrange chairs so the chairs face outward in a circle. Invite each child to have a seat in a chair.*]

Now let's count together how many people are playing the game.

[*Count aloud as you gently tap each child's shoulder.*]

ASK: How many children are playing our game?

EXPLAIN: [*Display paper.*]

I will write on our paper the number of children playing, so we will remember how many children were sitting in chairs when we started our game.

I will play music as we play the game. We will walk in a line around the chairs as the music plays. Then we will sit in a chair that is closest to us when the music stops.

Let's try it!

ACT: [*Play music as children walk in a line around the circle of chairs. Stop the music and wait as children find a chair.*]

EXPLAIN: Now I will begin taking away one chair each time we are walking in the circle. When the music stops, we will each sit in a chair that is closest to us. One of us will not find a chair because I will have taken away one chair. The person who does not find a chair will help us count the number of children still playing the game!

ACT: [*Play music as children walk in a line around the circle of chairs. Remove one chair as the music continues to play. Stop the music and wait as children find a chair.*]

Who did not find a chair? You get to help us count before we play the music again!

Let's remind ourselves of the number of children we had in the circle before we started the music.

[*Point to the numeral written on the paper.*]

We started playing the game with ___ children.

How many children did not find a chair? (one)

We started with ___ children playing the game.

(Child without a chair) can help us count to see how many children are now playing the game.

[Invite the child who did not find a chair to gently tap the shoulder of each remaining child as you count how many children are left. Write the number of children remaining on the paper.]

We now have ___ children left. We subtracted one child from our group of ___ children.

Let's continue our game!

[Play the game as you follow the above procedure each time a child does not find a chair. Each time a child does not find a chair, invite that child to help count the number of children left. Continue as time permits.]

RECAP: Today we played a game called *Musical Chairs*. How did we know how many children were left each time a child left the circle? (subtracted and then counted to make sure we were correct) We subtracted as part of our game!

Scaffolding Tips

Extra support ■ In front of all children, be sure to recognize the special job of the child who does not find a chair in counting those who remain. ■ As you count children who are left in the chairs, encourage all children to count in unison to help reinforce the counting sequence. ■ Use a number list to help reinforce how we subtract. As children do not find a chair point to the number of children remaining on both the paper and number list. Explain that each time a child leaves the game a smaller number of children is left playing. On the number list, point first to the number of children playing before the music started, and then point to the number of children playing after one child leaves.

Enrichment ■ Ask children if they know how many children are left before looking at the chart and subtracting as a group.

WEEK

33

DAY

2

Counting Things *continued*

123
Mathematics

123 Center Activity

Provide carpet squares arranged in a circle for children to use as seats for *Musical Chairs*. Invite a child to sing a song and remove one carpet square for each round as the other children walk around the carpet squares. As children are "out," encourage them to count the number of children left in the circle.

Family Child Care

Encourage school-age children to read the book *Ten Little Monkeys* illustrated by Tina Freeman. The book promotes the concepts emphasized in the activity's approach to musical chairs.



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will understand what it means to make a decision.



Key Concepts

New: Decision

Review: Choice



Materials Needed

Play dough

Counters (see Be Prepared)

Toy apple

4 blocks

Be Prepared: The activity opens with you holding counters of different colors or counters of different animals. If counters are not available, use Unifix® cubes or small blocks that differ in color or shape.

BEGIN: [*Sit with play dough in one hand and a small collection of counters (circles) in the other hand. Look as though you are thinking about these items.*]

I need to make a decision. A **decision** is a choice we make about something after we think about it. I need to decide whether I want to play with play dough or with these circles (counters).

EXPLAIN: I need to do some thinking before I make my decision. I need to think about each item and which one I want to play with the most.

[*Share aloud your thinking about your decision. Example: "I really like playing with the play dough because I can pretend I am making a pizza. I also really like playing with the circles because I can sort them by color and count them. Today it would be fun to make a pretend pizza. So my decision is to play with the play dough."*]

I thought about what I liked about playing with play dough and playing with circles. I also thought about what I'd like to do today. This helped me decide that I wanted to play with the play dough instead of the circles.

A big part of making a decision is thinking about our choices. I thought about two choices: play dough and circles. We know that we pick between two or more things when we make a choice.

Let's think about the decision we would make if our choices were to play with play dough or to play with circles.

ACT: Please raise your hand if you would decide to play with play dough.

[*Invite children to put their hands down.*]

Please raise your hand if you would decide to play with circles.

[*Invite children to put their hands down.*]

Encourage several children to describe how they compared the two items in their thinking. Follow-up prompt, if necessary: "Why did you decide you'd rather play with play dough than with circles?"

EXPLAIN: I want to tell you about a girl named Elizabeth. She needs to make a decision.



Let's think about Elizabeth. Elizabeth is eating a snack in her classroom. She is hungry and likes the apple she is eating.

[Display toy apple.]

Her best friend is leaving the snack table to go play in the block area. Elizabeth's best friend wants Elizabeth to play with her in the block area.

[Display blocks.]

Elizabeth likes building things with her friend. But she also is still hungry and is enjoying her apple.

[Display toy apple and blocks next to each other. Point to each as you emphasize Elizabeth's two choices.]

Elizabeth needs to make a decision. She has two choices. One choice is to stay at the snack table to eat her apple. The other choice is to go to the block area to play with her friend. Let's pretend we are Elizabeth, and we need to make a choice.

ACT: Please raise your hand if you would choose to stay at the snack table to eat your apple.

[Invite children to put their hands down.]

Please raise your hand if you would choose to leave the snack table to go to the block area.

[Invite children to put their hands down.]

EXPLAIN: We need to think carefully about the choices we make. Let's talk about why someone might choose to eat the rest of their snack or go to the block area instead.

- ASK:**
- How would it be a good choice for Elizabeth to stay at the snack table to eat her apple? (she could eat her favorite snack, she wouldn't be hungry if she ate all of her apple)
 - How would it be a good choice for Elizabeth to leave the snack table to play with her best friend in the block area? (Elizabeth could do something she likes to do: build something with her best friend)

EXPLAIN: We make decisions in our classroom every day.

ASK: What is one decision you have made today?

[Encourage children to think about and discuss decisions they have made at center time, outside time, mealtime, or other times during the day.]

RECAP: Today we talked about making decisions. What is a decision? (a choice we make about something after thinking about it) We talked about how it is important to think about why we want to choose one thing or another.



Scaffolding Tips

Extra support ■ Review the activity plan on choice-making with children who may benefit from reminders of what it means to make choices. (Social Studies Week 29, Day 4) ■ Point out decisions children make during the day. Discuss their options and why they made the choice they made.

Enrichment ■ Invite children to think of a way Elizabeth might be able to both eat her snack and play in the block center with her friend. (eat her snack and then go play with the blocks)



Center Activity

Provide 10 different types of art materials, such as crayons, markers, paper, glue, paints, paintbrushes, scissors, clay, craft sticks, yarn. Invite children to create something special for a family member by using five of the ten available types of art materials. Their first task is to make a decision about which five types of materials they would like to use.



Family Child Care

Invite each child to choose one book to look at from your setting's collection of books. Ask children to describe the book choices they considered, and why they chose their book.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of the upper level of a rainforest.



Key Concepts

Review: Rainforest



Materials Needed

- *5 pictures as shown
- Stuffed animals—1 per child

*Printables provided



Optional Reading

The Rainforest Grew All Around by Susan K. Mitchell

BEGIN: [Display picture of a rainforest.]

- What is the name of the habitat shown in this picture? (rainforest)
- Why is this habitat called a rainforest? (because it gets lots of rain)

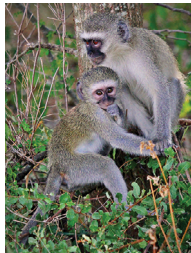
EXPLAIN: Yesterday we learned about some plants and animals that live on the rainforest floor. Today we will learn about some of the plants and animals that live in the trees of a rainforest. They live above the rainforest floor.

ASK: What kinds of animals and plants do you think live in the tall trees and other plants of the rainforest? (birds, bats, monkeys, butterflies, vines, flowers)



Jo/flickr/(CC BY 2.0)

EXPLAIN: Let's look at some pictures of plants and animals that live in the tall trees and other plants of a rainforest.



Sias van Schalkwyk



Steve Wilson/flickr/(CC BY 2.0)



Jon Sullivan/flickr/(CC BY-NC 2.0)



[Display pictures of a monkeys, parrots, vines, and orchids on a tree. Children are not expected to remember specific names. Name each animal and plant and encourage discussion of its characteristics with questions, such as the following:]

- Monkey—How do you think a monkey's long arms help it to move from tree to tree in the rainforest? (it can swing with its arms) Let's pretend we are a monkey using its long arms to move through the rainforest.

[Encourage children to move their bodies like a monkey in the rainforest.]

- Parrots—How would the green color of parrots help them in a rainforest? (other animals that might want to eat a parrot cannot easily see them)
- Vines—Where are these vines growing in the rainforest? (in the trees)



- Orchids on a tree—These flowers like warm and wet weather. Why do you think they would like living in the rainforest?

Some of the animals that live in the tall trees and other plants of the rainforest never go down to the rainforest floor. They find food and water in the trees and other plants.

At the top of the rainforest, the wind makes the branches of the trees move.

- ASK:**
- Have you ever seen the wind blow the leaves and branches of trees outside?
 - What was it like?

EXPLAIN: If you were an animal at the top of a tree on a windy day, the wind might make it hard to hold on to the tree!

The wind makes the top of the rainforest a dangerous home for animals. Only a few animals live at the very top of a rainforest.

ACT: Let's stand and pretend we are a very tall tree in a rainforest on a windy day.

[Encourage children to stand with their arms in the air and sway like a blowing tree. Invite children to hold a stuffed animal and sway to see how the animal moves with their "branches."]

RECAP: Animals and plants live in tall trees and other plants in a rainforest. Some animals that live in the tall trees and other plants never come down to the rainforest floor. How does the wind make the top of the rainforest a dangerous place for animals to live?



Scaffolding Tips

Extra support ■ In the opening segment, remind children that a rainforest floor is the ground.

■ Some children may be uncertain about the meaning of "above." When you explain that some things live above the rainforest floor, point to parts of the rainforest picture that are above the ground. ■ As you display the picture of the rainforest, point out the large tree and smaller trees to help children understand the different sizes of plants.

Enrichment ■ Encourage children to think about some ways that animals can stay safe at the top of a windy rainforest. (holes in trees, strong claws, etc.) ■ Invite children to think about how the wind might make it difficult for scientists to study the tops of trees in the rainforest. ■ Explain that some plants grow on other plants. These plants are called epiphytes. Display again the picture of the orchids. Ask children to think about how these plants get what they need to live. Many epiphytes wrap their roots around the host plant and get water and nutrients from the air.

WEEK

33

DAY

2

Exploring Habitats *continued*



Science



Center Activity

Supply artificial plants, plastic animals/insects that could be found in a rainforest (monkeys, butterflies, parrots, toucans, etc.), and a fan. Encourage children to demonstrate life at the top of a rainforest.



Family Child Care

Take children outside on a windy day to watch the trees blow in the wind. Talk about the kinds of animals that live near the top of your trees. (squirrels, birds, insects, etc.)



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 K.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter K 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 K card.]

What is the name of this letter?

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

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

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

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

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

Understanding Words *continued*



Below are some examples:

- o *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
- o *"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?"*
- o *"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 strengthen their understanding of how to subtract.



Key Concepts

Review: Subtract



Materials Needed

Pete the Cat and His Four Groovy Buttons by James Dean and Eric Litwin

Flannel board (see Be Prepared)

4 circles cut from felt (see Be Prepared)



Also Promotes

Language/Literacy

Be Prepared: Today's activity requires a visual to illustrate subtraction. Use a flannel board and four circles cut from felt to represent Pete the Cat's four buttons.

BEGIN: Yesterday we subtracted as we played a game called *Musical Chairs*. What happened each time a child did not find a chair? (we subtracted one from the number of children playing the game)

EXPLAIN: [*Display book cover.*]

Today we will read a book called *Pete the Cat and His Four Groovy Buttons*. The book was written and illustrated by James Dean and Eric Litwin.

ASK: Have you ever read a *Pete the Cat* book before?

EXPLAIN: Pete loves his four groovy buttons. But the buttons start to fall off of his shirt! We will subtract Pete's buttons as we read our book.

[*Place four felt circles on the flannel board.*]

We will pretend that these circles are Pete's buttons. We will subtract one of our buttons each time Pete loses a button in the book.

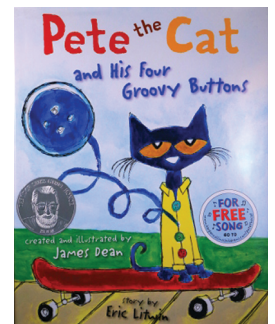
ACT: [*As you read the book, stop to count Pete's buttons on each page. Each time Pete loses a button, explain that when one button pops off, we can subtract a circle from our flannel board. Remind children that subtract means to take away something from a group of things. Ask the following questions each time Pete loses a button:*

- "How many buttons popped off of Pete's shirt?" Let's subtract one circle from our flannel board.
- "How many buttons are left on Pete's shirt?"
- "How do we know?" (count them)

Continue removing buttons from the flannel board as Pete loses buttons in the book.

Each time you get to the part where Pete chants, "My buttons, my buttons..." invite children to say it along with you.]

RECAP: Today we read a book called *Pete the Cat and His Four Groovy Buttons*. In the book, Pete kept losing his buttons. How many buttons did he have at the beginning of the book? (four) How many did he have left at the end? (zero) We subtracted each time Pete lost a button and then found out how many buttons Pete had left.





Scaffolding Tips

Extra support ■ To provide another visual, hold up the number of fingers that corresponds with the number of buttons on Pete's shirt as you read the book.

Enrichment ■ At the beginning of the book, ask children how many buttons Pete would have if he added one button to his shirt. (five)

123 Center Activity

Provide a basket of large buttons. Fill a bucket with *small numeral cards 1–5. Invite pairs of children to choose a numeral card and then count out the corresponding number of buttons. After both children have the correct number of buttons, encourage them to subtract a number of buttons from their group to find out how many are left.

*Printables provided



Family Child Care

Provide the flannel board and felt buttons used during today's activity. Encourage school-age children to read the book as younger children take turns manipulating the felt buttons as they subtract.



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will understand what it means to make a good decision.



Key Concepts

Review: Decision



Materials Needed

*4 pictures as shown

*Printables provided

BEGIN: We are learning about making decisions. We know that a decision is a choice we make about something after we think about it. What decisions have you made today?

[Follow-up prompts, if necessary: "Did you decide what clothes to wear today?" "Did you decide what to eat for breakfast?" "Did you decide what to play with when you arrived in our classroom?"]

EXPLAIN: Let's talk today about decisions some children have made. We can think about whether a decision was a good decision. We also can think about whether a better decision could have been made.

[Display picture of child sharing. Point to the older boy in the picture.]

This is Alejandro. Alejandro is sharing a toy with his brother.

ASK: Do you think Alejandro made a good decision to share a toy with his brother? Why? (he and his brother can make something together, younger brother likes to play with and learn from Alejandro)



[Display picture of child with a hurt elbow.]

EXPLAIN: This is a picture of Carlos. Carlos ran in the classroom and fell down. Now Carlos has a hurt elbow.

- ASK:**
- Did Carlos make a good decision to run in the classroom?
 - Carlos had two choices. One choice was to run in the classroom. What was Carlos's other choice? (walk in the classroom)
 - What would have been a better decision for Carlos to make?
 - What are some things Carlos could have done to make a better decision about moving his body in the classroom? (remembered he needed to keep his body safe and the other children safe)



EXPLAIN: Sometimes it is hard to make a good decision when we are doing something we really like to do.

[Display picture of children engaged in dramatic play.]



Being Responsible *continued*



The children in this picture are in the housekeeping center. The two older girls are helping the younger girl cook something.

ASK: Are the children making good decisions? Why?

[Display picture of a child making a mark on another child's paper.]

EXPLAIN: This is a picture of Sofia drawing a line on Andrew's paper. Sofia did not ask Andrew if she could draw a line on his paper. Andrew got upset and yelled at Sofia. He told Sofia that he would hit her if she marked on his paper again.

- ASK:**
- Did Sofia make a good decision about drawing on Andrew's paper? Why?
 - What is a better decision that Sofia could have made?
 - Did Andrew make a good decision to yell at Sofia and tell her would hit her next time?
 - What is a better decision that Andrew could have made?



EXPLAIN: Sometimes it is hard to make a good decision when we are angry or frustrated.

ASK: What are some things we can do to help us make a good decision when we are angry or frustrated? (calm down by taking deep breaths or sitting quietly for a while)

RECAP: Do we always make good decisions? (no!) We have to work hard to think about our choices and decide whether one of our choices is a better decision. Sometimes we need to calm down so we can make a good decision.

Scaffolding Tips

Extra support ■ If children seem unclear about a situation described in the activity, point to and describe the facial expressions and actions of children shown in a picture and ask whether they have ever done something like this (such as share a toy with a sibling or peer). ■ Review activity plans on what to do if we are angry or frustrated (Self-Regulation Week 12, Day 2 and Week 20, Days 2 and 3) if children seem unclear about options.

Enrichment ■ Encourage children to think of good decisions they can make in the classroom (sharing, cleaning up messes), and why the decisions they describe are good choices.

WEEK

33

DAY

3

Being Responsible *continued*



Center Activity

Supply child-friendly cleaning materials. Examples: small dust pan and small broom, washcloths and a small bucket with soapy water. Encourage children to practice making helpful decisions by cleaning up any messes they find in the classroom. Show children how to wring out washcloths to prevent dripping water.



Family Child Care

Invite a different child each day to decide on one snack to offer all children. The snack decision should be a consideration of two choices you offer. Encourage the child who chooses the snack to explain to the other children why he/she decided on the snack from the two choices available.

This activity is informed by the following source: Life Skills and Character Education (2016). Making decisions [Online course]. Retrieved from <http://lifeskills.wordzila.com/making-decisions/2/>

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand types of food eaten by animals in a rainforest.



Key Concepts

New: Toucan



Materials Needed

*4 pictures as shown

*Printables provided



Optional Reading

The Umbrella by Jan Brett

BEGIN: We are learning about plants and animals that live in a rainforest. We know that animals live on the rainforest floor and above the rainforest floor. Animals in the rainforest need to find food wherever they live.

ASK: What types of things do you think animals eat in a rainforest?

EXPLAIN: Let's look at some pictures of animals eating things in the rainforest.

[Display three pictures of animals eating in the rainforest.]



Jagubal/flickr/(CC BY-ND 2.0)

- ASK:**
- What is the monkey eating? (banana)
 - What is the snake eating? (lizard)
 - What is the caterpillar eating? (leaf)

EXPLAIN: Animals in the rainforest find plants, insects, or other animals to eat. These things are food for animals to eat. Some food can be found on the rainforest floor, and some food can be found in the trees and plants above the rainforest floor. Some of the trees and other plants grow fruit, nuts, and flowers that animals can eat.

[Display picture of a toucan.]

This is a picture of a bird that lives in the rainforest. This bird is called a toucan. A **toucan** is a bird with bright feathers and a large beak.

- ASK:**
- Have you ever seen a toucan?
 - What do you think a toucan does with its large beak?



EXPLAIN: The large beak on a toucan is good for grabbing and breaking open fruit the toucan finds in trees and other plants. Toucans also eat berries, insects, snakes, and lizards. The toucan grabs food with its beak and throws the food into the air. Then the toucan catches the food with its beak and eats it.



[In the picture of the toucan, point to the berry being tossed into the air.]

ASK: Why do you think a toucan tosses its food into the air? (it needs to toss the food to get it into its mouth)

ACT: Let's pretend we are a toucan tossing a berry into the air with our beak and then catching it with our beak to eat!

[Encourage children to pretend to be a toucan using its beak to toss and then eat a berry.]

RECAP: Animals in the rainforest eat many types of food they find in the trees and other plants. What is one type of food a rainforest animal eats? (plants, other animals)



Scaffolding Tips

Extra support ■ Encourage children to talk about bananas or berries they or others in their family may eat.

Enrichment ■ Ask children if they have ever accidentally dropped food on the floor that a dog ate before it could be picked up. When an animal in the trees drops food that it is eating, the food falls to the rainforest floor. What do you think happens to the food that falls?



Center Activity

Supply various books about the rainforest. Examples: *The Umbrella Tree* by Jan Brett, *The Rainforest Grew All Around* by Susan K. Mitchell, *Over in the Jungle* by Marianne Berkes. Invite children to draw rainforest plants and animals in their science journals. Encourage children to dictate a label or description you can write at the bottom of their drawing.



Family Child Care

Provide foods for lunch or snack that a rainforest animal might eat. Examples: nuts, berries, salad, bananas.



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their knowledge of how to identify the final sound of familiar words. Children also will understand the name and sound of the letter K.



Key Concepts

Review: Slanted



Materials Needed

- *Picture cards (see Be Prepared)
- Chart paper
- *Letter K card
- *4 letter K 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

Be Prepared: Today's activity again uses the groups of three picture cards organized for Day 2. Also organize additional groups of three picture cards listed below:

bib-web-hen
fog-dig-bed
fan-moon-jug

bus-walrus-hug
stick-lake-hip
lamp-wasp-kiss

leaf-wolf-fig
ball-owl-sheep
drum-worm-calf

BEGIN: We are learning about the sound at the end of a word. Today we are going to play again the game we learned on Day 2.

EXPLAIN: Remember, I will show you three picture cards. Two of the cards end with the same sound. One of the cards ends with a different sound. We are going to figure out which two cards end with the same sound. Let's try one first.

ACT: [Display picture cards for *bib*, *web*, and *hen*. Point to each picture as you say its name while clearly enunciating the final sound of each word.]

I have pictures of a bi*b*, we*b*, and he*n*. Bi*b* and we*b* end with the /b/ sound. He*n* ends with the /n/ sound.

I am going to write the words "bi*b*" and "we*b*" on this chart. The words "bi*b*" and "we*b*" end with the same sound.

Let's say the words "bi*b*" and "we*b*" together.

[Encourage children to emphasize the final sounds as they say "bi*b*" and "we*b*."]]

Now let's say together the word "he*n*."

[Encourage children to emphasize the final sound as they say the word "he*n*."]]

I want to write the letter that makes the /b/ sound above the words "bi*b*" and "we*b*." Which letter should I write above the words "bi*b*" and "we*b*"? (b)

[Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Give priority to cards used on Day 2 if it appears children would benefit from a review rather than practice with different words. Continue as time allows.]]

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

[Display letter K card.]]

If a child(ren) whose name begins with the letter K was identified on Day 2, invite the child(ren) to

K k

again pop up. Say the first name of the child(ren). Emphasize the sound of the letter K when you say the name.]

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

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

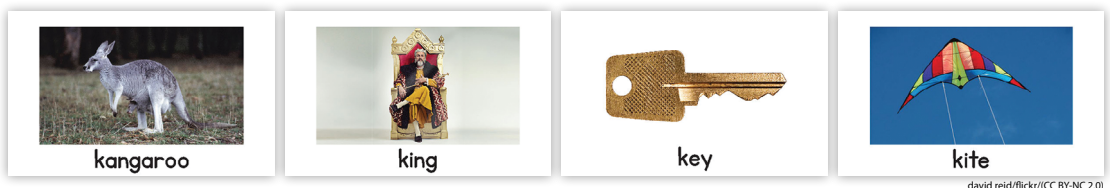
Pop up if you have the letter k somewhere else in your name (not at beginning).

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

ASK: What is our word that begins and ends with the letter K? (kick)

ACT: The letter K says /k/, just like at the beginning and end of the word "kick." /k/, /k/, kick. Let's say that together: /k/, /k/, kick.

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



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

[Help children by suggesting other words that begin with k. Examples: kind, keep, kelp, and kid.]

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

We use three lines to make an uppercase K. We begin by making a straight line down and then a slanted line up and a slanted line down. 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 K in our letter journal. Please write the uppercase (big) letter K in your journal. Write as much of the letter as you can.

RECAP: Today we looked again at pictures of items and figured out which two of the three pictures had the same ending sound. We wrote the names of the items that had the same ending sound on our chart.

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



Scaffolding Tips

Extra support ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: bib; clap when you say the /b/ sound. ■ Enunciate clearly the final sound of each word in each group of three pictures. ■ If children need additional support in determining which two pictures have the same final sound, exaggerate the pronunciation of the sounds. Examples: /n-n-n/ and /p/-/p/-/p/. ■ If a child indicates his/her name begins with a K, and another child’s name begins with a C, but they both have the same beginning sound (example: Kristen, Camille), explain that C and K sometimes make the same sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite children to find items in the classroom with the same final sound as a group of two picture cards. ■ Some children may be interested in your demonstrating and describing how to make a lowercase k. Example: “A lowercase k is made with a straight line down and then a short slanted line up and a short slanted line down.”



Center Activity

Provide *picture cards used in today’s activity. Encourage children to determine which cards in each group of three have the same final sound.

*Printables provided



Family Child Care

Try another sorting activity. Provide children with a basket of familiar items. Invite children to sort the items by final sound. School-age children may enjoy drawing the items while making a book of final sounds.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will add and subtract using buttons.



Key Concepts

Review: Subtract
Add



Materials Needed

- Large buttons—10 per child (see Be Prepared)
- Die
- *T-shirt template—1 per child
- *Number list (see Extra Support tip)
- *Printables provided



Optional Reading

Ten Flashing Fireflies by
Philemon Sturges

Be Prepared: If there is some reasonable risk of children putting a large button in their mouth, use a safe alternative to large buttons for today's activity. Examples: cubes, small blocks, counters.

BEGIN: Yesterday we read a book called *Pete the Cat and His Four Groovy Buttons*. At the beginning of the book, Pete had four buttons on his shirt. How many buttons did he have on his shirt at the end of the book? (none, zero)

[Encourage children to discuss what they remember about the book.]

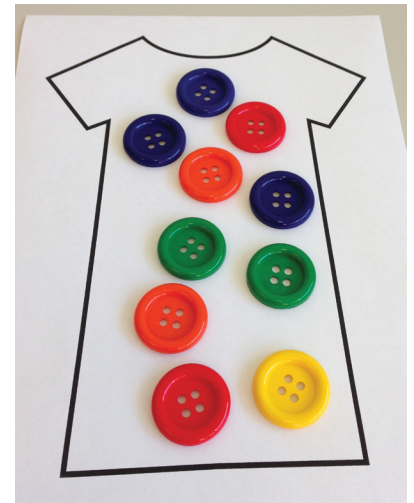
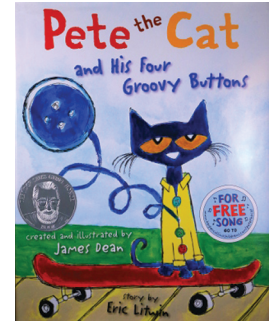
EXPLAIN: Today we will play a game with buttons. During our game we will subtract and add. We will use buttons on a pretend T-shirt, just like Pete the Cat!

ACT: [Give each child a T-shirt template and 10 buttons. Invite children to place the buttons on their T-shirt.]

EXPLAIN: We will subtract buttons from our shirts as we play the game. We know that when we subtract, we take away things from a group. After we have subtracted all of our buttons, we will add buttons to our shirts. Remember, when we add items to a group, the group gets larger.

We will each take turns rolling a die. We will count the dots on the die, and then everyone will subtract the same number of buttons from their shirt. We will subtract buttons from our shirts each time someone rolls the die. We will begin adding our buttons to our shirt after all of our buttons have been subtracted from our shirt. I will go first to show you how to play.

ACT: [Demonstrate how to roll the die and subtract the corresponding number of buttons. Invite children to help you count the number of buttons remaining on your T-shirt. Continue rolling the die until all 10 buttons have been subtracted. Example: A five may be rolled first, and then five buttons subtracted. A three may be rolled second, and then three buttons subtracted. If a two is not rolled the third time, end the round by removing the remaining buttons. This will ensure that each round goes quickly so that all children will have a chance to roll the die during the activity.]



After all buttons have been subtracted from the T-shirt, demonstrate how to play the game as an addition game by adding buttons each time a number is rolled. Use counting on. Example: "I have five buttons on my T-shirt, I rolled a four on the die. Let's use counting on to find out how many buttons I have all together: 5...6, 7, 8, 9. I now have nine buttons all together."

If the exact number is not rolled to ensure 10 buttons on the T-shirt, the round is over.]

Now let's play the game together.

[Play the game with children as you begin with subtraction. Invite children to take turns rolling the die. Count together the number of buttons remaining each time buttons are subtracted. After all buttons are subtracted from the T-shirt, play the addition version of the game. Play the game as long as time permits.]

RECAP: Today we subtracted and added buttons to a pretend T-shirt. We rolled a die to see how many buttons to subtract or add.



Scaffolding Tips

Extra support ■ As buttons are subtracted from the T-shirt, point to the number of buttons remaining on both the shirt and a number list. Explain that each time buttons are subtracted, the group of buttons gets smaller. On the number list, point to the number representing how many buttons were on the shirt before the die was rolled. Then point to the number that represents how many remained after buttons were taken away.

Enrichment ■ As children play the addition version of the game, ask how many more buttons they need in order to have 10 buttons all together.

123 Center Activity

Provide *T-shirt templates and a die. Encourage children to subtract and then add as they continue playing the game.

*Printables provided



Family Child Care

Invite school-age child to read *Pete the Cat and His Four Groovy Buttons* as younger children subtract buttons from their *T-shirt template.

*Printables provided

The *Pete the Cat addition and subtraction game* is described in the following source: Chelsey (2014, April 29). Math game for kids: Pete the cat and his four groovy buttons [Web log post]. Retrieved from <http://buggyandbuddy.com/math-game-kids-pete-cat/>



3-5 YEARS

Large Group



Skill and Goal

Concepts of time

Children will understand what it was like to move and build a house long ago.



Key Concepts

New: Prairie
Mustang
Haul



Materials Needed

My First Little House Books:
A Little Prairie House by
Laura Ingalls Wilder



Also Promotes

Language/Literacy

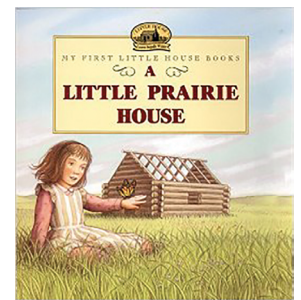
BEGIN: This week we will learn about what it was like to live long ago. Long ago happened before our parents and grandparents were born.

- Have you ever talked to someone about what it was like to live long ago?
- What was it like?

EXPLAIN: Today we will read a book about a little girl named Laura who moved with her family and built a house long ago.

[Display book cover.]

The title of our book is *A Little Prairie House*. The book was written by Laura Ingalls Wilder and illustrated by Renée Graef.



ASK: What do you see on the cover of the book that might tell us something about the house built by Laura's family? (it was built from logs, it is on a prairie)

EXPLAIN: Our book uses some words we may not know. One word is prairie. A **prairie** is a large area of land with lots of grass and very few trees. Another word is mustang. A **mustang** is a kind of horse. The third word in our book is hauling. When we **haul**, we move something that is heavy.

Let's read about Laura and her family.

ACT: [Read the book as you point out and again define the novel words mentioned above. After reading the book, use questions, such as the following, to help children understand how families traveled and houses were built long ago:]

- The family traveled in a wagon. The wagon was pulled by horses. Why do you think the family traveled this way? (there were no cars, the wagon could carry the things they needed to move, going by horse and wagon was faster than walking)
- Laura's dad was called Pa. What did Pa haul in the wagon? (logs)
- What was built with the logs? (the house)
- What do you think it would be like to live on a prairie with no neighbor living near you?



RECAP: Today we learned what it was like for a family to move to a new place and build a house long ago. We talked about the words prairie, mustang, and hauling. Families traveled differently than we do now and built their houses differently than we do now.



Scaffolding Tips

- Extra support** ■ Refer to the book pictures when asking questions about the book, if necessary.
- If it seems the book is too long or complex, omit the last few pages about Mr. Edwards.
- Enrichment** ■ Invite children to talk about how homes are built now. Encourage children to compare homes built now to the house built by Laura's family.



Center Activity

Invite children to use Lincoln Logs® to build a log house similar to the prairie house Laura's family built. Provide the book used during the activity as a reference.



Family Child Care

In the book, Laura and her sister Mary helped their mother wash the dishes used for breakfast. Provide a small dishpan with soapy water and washcloths. Invite children to help wash dishes from a meal.



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand how to protect their skin from the sun.



Key Concepts

New: Sunburn
Sunscreen

Review: Protect
Shade



Materials Needed

*1 picture as shown or examples of:

Floppy hat
Long-sleeved shirt
Umbrella
Sunglasses
Sunscreen lotion

*Printable provided



Optional Reading

A Day at the Beach
by Anne and Harlow
Rockwell

BEGIN: Who likes to play outside? What do you like to play outside? Do you like to play outside more when it is raining, or when it is sunny?

EXPLAIN: Most of us like to play outside when it is sunny. Playing when the sun is out makes us feel warm.

ASK: What might happen to us if we played outside in the sun for a long time? (get tired, sunburn)

[If children do not mention sunburn, ask an additional question about what might happen to our skin.]

EXPLAIN: Our skin turns red and is hot when it gets burned from the sun. This is called a **sunburn**.

ASK:

- Has anyone ever had a sunburn?
- How did it feel?

EXPLAIN: Sunburns can hurt our skin. We can protect our skin from getting sunburned. Remember, when we protect something, we keep it from being harmed or hurt.

ASK: What can we do to protect our skin from the sun?

EXPLAIN: *[Expand on responses to the above question to engage children in a discussion of the following ways to protect ourselves from the sun. Display and describe the appropriate item or provided picture as you talk about each.]*

- Hat—Hats can keep the sun off of our face and also protect the top of our heads. The top of our heads can get sunburned too.
- Long sleeves—Long sleeves help cover our arms.
- Shade—Shade provides shelter from the sun or light. The sun does not shine in the shade because something, like a tree or building, is blocking the sun. The sun usually does not reach our skin if we play in shade.





- **Sunglasses**—Sunglasses provide shade for our eyes. It can be hard to see when sun is shining in our eyes. Sunglasses protect our eyes, and the skin around our eyes, from the sun.
- **Sunscreen**—**Sunscreen** is a special lotion that we put on our skin to prevent sunburn. Sunscreen stops some of the sun from getting to our skin.

RECAP: Today we learned that playing outside in the sun without protection can hurt our skin. We can get sunburned. We learned ways we can protect our skin from the sun. Who can remember a way we protect our skin from the sun? We are learning how to keep ourselves safe.



Scaffolding Tips

Extra support ■ If it is sunny outside, take children outside briefly and encourage children to look closely at parts of their bodies where the sun is shining. Invite children to touch those body parts. Then go inside the classroom to compare what it is like when we get out of the sun.

Enrichment ■ Encourage children to share times when they have used sunscreen, or have worn hats, to protect themselves from the sun. ■ If there is a sun awning on your playground, talk with children about how it works. Engage children in a discussion of their experiences with the sun awning.



Center Activity

In the housekeeping center, add sun protection items, such as big floppy hats (if allowed), sunglasses, and empty containers/tubes of sunscreen lotion.



Family Child Care

When children are outside playing in the sun, encourage them to talk about how the sun feels on their skin. Encourage children to move to a shaded spot and then ask again how their skin feels. Their skin should feel cooler. Share the idea that the sun provides warmth and heats things up. It does the same on skin.



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 K.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter K 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 K card.]

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

Letter K says /k/, just like in "kick." /k/, /k/, kick.
Let's together say /k/, /k/, kick.

K k

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

[See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
 - *What is our book about?*
 - *Who were the main characters in our book?*
 - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
 - *Read the sentence with the novel word. Identify the novel word.*
 - *Repeat the sentence in which the word is used.*
 - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
 - *Ask children to describe a picture related to the word.*
 - *Define a word without naming it and ask children to identify the word.*
 - *Encourage children to think about a novel word or phrase in another context.*

WEEK

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DAY

5

Understanding Words *continued*



Language/
Literacy

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to add and subtract.



Key Concepts

Review: Subtract
Add



Materials Needed

Flannel board
8 felt buttons (see Be Prepared)

- **Be Prepared:** Cut eight circles from felt to represent buttons.

BEGIN: We are learning more about how to add and subtract.

- What happens to our group when we add? (it gets larger)
- What does it mean to subtract? (to take away something from a group of things)

EXPLAIN: We know how to add and subtract when we listen to stories. Let's use our fingers as we listen to some stories!

ACT: [*Invite children to use their fingers as you tell two short stories about addition and subtraction. Demonstrate with your own fingers.*]

- Once there was a boy with four crayons on his table.

[*Hold up four fingers as you encourage children to do the same.*]

He gave one crayon to his friend.

[*Put down one of the four fingers as you encourage children to do the same.*]

How many crayons did the boy have left? How do we know?

- Let's try another story! Once there was a dog with one bone.

[*Hold up one finger as you encourage children to do the same.*]

A girl gave the dog three more bones.

[*Hold up three fingers on your other hand as you encourage children to do the same.*]

How many bones did the dog have all together?

[*Count on as you begin counting with the largest group: 3, 4.*]

Now the dog has four bones all together!

EXPLAIN: This week we practiced adding and subtracting when we read the book *Pete the Cat and His Four Groovy Buttons*.

- ASK:**
- Were we adding or subtracting while Pete the Cat was losing his buttons? (subtracting)
 - What happened to the number of buttons on the shirt when we subtracted? (it got smaller)

EXPLAIN: We also played a game with buttons to practice adding and subtracting. Each time we rolled a die, we took away buttons from a

T-shirt. Then we added buttons to the T-shirt. Let's practice adding and subtracting with buttons again.

ACT: *[Display a flannel board with eight felt circles on it.]*

Let's pretend these circles are buttons. Let's count them together.

[Lead children in counting the buttons as you point to each.]

Now let's find out what happens to the group of buttons when we subtract two buttons.

[Take away two buttons from the flannel board.]

- We subtracted two buttons. Did our group of buttons get larger or smaller? (smaller) We know that a group of items gets smaller when we subtract.
- How can we find out the number of buttons left in our group? (count them)

[Lead children in counting the remaining number of buttons. Then remove all buttons from the flannel board.]

Now we are going to practice adding buttons.

[Place six buttons on the flannel board.]

How many buttons are on our flannel board now?

Let's add two more buttons.

[Place two buttons in a group near the group of six buttons.]

Let's count on to find out how many buttons we have all together. Remember, when we count on, we begin with the number of buttons in our largest group. Our group of six is larger than our group of two. Let's begin with our group of six. "6 . . . 7, 8."

[Point to each button as it is counted.]

- How many buttons do we have all together? (eight)
- Did our group of buttons get larger or smaller when we added buttons? (larger)

RECAP: We are learning so much about adding and subtracting. There are many ways we can add and subtract.



Scaffolding Tips

Extra support ■ Invite volunteer children to add and subtract buttons to and from the flannel board as you practice.

Enrichment ■ Without removing buttons from the flannel board, ask children to subtract a number of buttons you specify. Example: "How many buttons are on the flannel board?" "How many buttons would there be on the flannel board if two buttons fell off?"

123 Center Activity

Make a fishing game by putting a magnet on the back of *numeral cards 1–5. Put the cards on a tray covered in blue paper (the pond). Tie a piece of yarn to the end of a pencil. Attach a magnet to the other end of the yarn. Invite pairs of children to "go fishing" for numerals to add. As each child "catches" a numeral, ask them to add the numerals to find how many they have all together. Provide manipulatives to count out to match each numeral.

*Printables provided



Family Child Care

Practice addition and subtraction as children play outside. Encourage each child to collect several leaves or other small, safe items found outside. Ask questions, such as "How many do you have when you add them all together?" "How many are left if some blow away?"



3-5 YEARS

Large Group



Skill and Goal

Concepts of time

Children will compare what it was like to move and build a house long ago to how we do things now.



Key Concepts

New: Pioneer
Cornmeal mush
Creek bottom
Fiddle

Review: Prairie
Mustang
Haul



Materials Needed

My First Little House Books:
A Little Prairie House by
Laura Ingalls Wilder

*Things That Make Us Feel
Better poster (see Extra
Support tip)



Also Promotes

Language/Literacy
Social-Emotional

*Printables provided

BEGIN: Yesterday we read a book about what it was like long ago for Laura's family to move and build a new house from logs.

EXPLAIN: Laura's family moved to a prairie. We learned that a prairie is a large area of land with lots of grass and very few trees. Two mustangs pulled the family's wagon. We know that a mustang is a kind of horse.

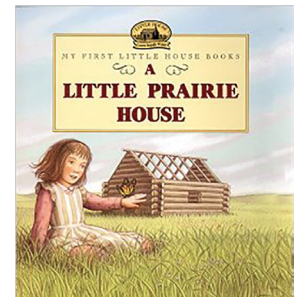
ASK: Pa hauled logs. What does it mean to haul something? (to move something heavy)

EXPLAIN: The people who lived during the time of Laura's life were called pioneers. A **pioneer** is one of the first people to explore or settle a new country or area. Children were pioneers along with their adult family members. Laura's family was a pioneer family in exploring the prairie.

Today we are going to read our book again and compare how Laura's family did things long ago to how we do those same things now.

ACT: [As you read the book, pause briefly to ask the following questions as you encourage children to compare how Laura's family did things to how the same things are done now:]

- Traveling in a wagon—How do people travel from place to place now?
- Breakfast of cornmeal mush—**Cornmeal mush** is like a pudding made from cornmeal. What kinds of things do we have for breakfast now?
- Pa got a load of logs from the creek bottom—A **creek bottom** is a low, flat area of land made by water. Where might we get wood if we wanted to build a house now?
- Pa played a fiddle after supper—A **fiddle** is a musical instrument with strings. It is also called a violin. What do you do after you eat supper?



ASK: [After reading the book, ask the following questions about how Laura felt:]

Laura felt a little frightened when Pa left with the wagon to get logs.

- What did Laura want to do when she felt frightened? (she wanted to hide in the grass)
- What did Laura do instead? (she helped Ma)
- Why do you think Laura helped Ma when she was feeling frightened? (to focus on something other than missing Pa and the wagon)

- Do you think Laura felt less frightened when she helped Ma? Why? (doing something with someone else can help us feel better when we feel upset)

RECAP: Laura's family was a pioneer family that built a little house on the prairie. Would you have liked living when the pioneers did? How was it different living long ago?

Scaffolding Tips

Extra support ■ If children seem confused about how Laura might have felt less frightened by helping Ma, point to and describe what Laura did on the Things That Make Us Feel Better poster. ■ If needed, display pertinent book illustrations when asking about Laura feeling frightened. ■ If children ask about Wildcat of Tennessee, explain this term is a nickname for a person who acts quickly and sometimes without thinking. Tennessee is a state. ■ Discuss other differences between long ago and how things are done now. Examples: "Laura's family built their own house." "Has your family ever built a house?" "If you moved to a new house, who would build it?"

Enrichment ■ Remind children that there were no roads or paths for the family's horses to follow. Engage children in a discussion of how Pa helped the horses know where to go in the prairie grass. Examples: "Did Pa pull on the horse reins (leather straps) in a certain way?" "How?" (invite children to demonstrate) "What does it mean to say 'Whoa' to a horse?"



Center Activity

Provide musical instruments. Encourage children to dance like Mr. Edwards danced while Pa played his fiddle. Invite children to sing with music as Mr. Edwards and Laura's family did.

Family Child Care

Provide some heavier items that children can safely lift. Encourage children to explore different ways to move the materials. Examples: carry in their arms, use a toy cart or sled with a string, move it with a toy truck.

WEEK
33

DAY
5

Staying Healthy and Safe



3-5 YEARS

Large/Small Group



Skill and Goal

Good health practices

Children will broaden their understanding of how to stay safe in hot weather.



Key Concepts

Review: Protect



Materials Needed

Child-size water bottle



Optional Reading:

What the Sun Sees, What the Moon Sees by Nancy Tafuri

The Sun is My Favorite Star by Frank Asch

Looking Ahead: The Physical/Health activity plan for Week 35, Day 5 uses life-sized tracings of each child's body. Completing the tracings prior to the activity will eliminate children's wait times on the day of the activity.

BEGIN: Yesterday we learned about ways to protect our skin when we are in the sun. We know that protect means we keep something from being harmed or hurt. What is a way we can protect our skin? (hat, long sleeves, shade, sunglasses, sunscreen)

EXPLAIN: People work and play in the sun. We play outside, and there are many people who work outside.

ASK: What kind of workers do their job outside? (construction worker, farmer, police officer)

EXPLAIN: We can get hot when we play or work outside in the summer.

ASK: Do you remember a time you got really hot playing outside? Tell us about it.

EXPLAIN: Sometimes we get sweaty or tired when we are outside on a really hot day. We might get sick if our bodies get too hot. We might feel dizzy, or our head might hurt.

We need to protect our bodies when we are in hot weather. We know some ways to protect our skin from getting burned. There are some other things we can do to protect our bodies in hot weather.

[Display water bottle.]

This is one way we can protect our bodies in hot weather. We can put water in a bottle like this and drink the water to keep our bodies strong. Or, we can use a cup or get a drink from a water fountain.

ASK:

- What part of our body tells us we are thirsty? (our mouth)
- Do you think our body would want a small sip of water or a big drink of water when we are thirsty in hot weather?

EXPLAIN: Our mouth and throat can get dry when we are in hot weather. Our bodies need water to keep healthy. We can feel tired when our body does not have enough water. Our bodies lose water when we get sweaty.

People who play sports or work in hot weather usually have a bottle or jug of water nearby, so they can drink water when they feel tired or thirsty. Many playgrounds and parks have a water fountain for people to use.



[Engage children in a discussion of their observations of or experiences with drinking water in hot weather.]

Another thing we can do to protect our bodies in hot weather is to take breaks from what we are doing. We stop doing something when we take a break. We rest our body. If it is sunny outside, we might want to take our break in some shade. Drinking water while we are taking a break is good for our bodies.

- ASK:**
- What could we do to rest our bodies when we play outside in hot weather? (sit, lean against a wall or fence, lie on the ground, stand in a relaxed position)

[Invite a volunteer child to demonstrate rest options mentioned by children.]

- What part of our playground would be a good place to take a break from what we are doing in hot weather?
- Sometimes our bodies tell us it is time for a break or a drink of water but we don't want to stop what we are doing because we are having fun. Has this ever happened to you? Tell us about it.

RECAP: Drinking a lot of water and resting our bodies are good ways to keep healthy in hot weather. Where can we find a drink of water in our classroom (or playground)?



Scaffolding Tips

Extra support ■ If children do not readily recall or describe a time they got hot playing outside, describe a time you noticed children getting hot during outdoor time.

Enrichment ■ Explain to children that sometimes a room or building can get hot. Invite children to think about how we can try to stay cool when this happens. ■ Encourage children to discuss where they can get water, rest, or find shade at another place they play outside (their house, friend's house, a park).



Center Activity

If the day is very sunny, children can create sun art. Provide black or dark blue construction paper and small items: Examples: blocks, Legos®, scissors, puzzle pieces. Invite children to take their paper outside, put it on the ground in a very sunny spot, and place their items on the paper. Be sure children place their paper in an area that will get sun the entire time and not be disturbed by others. Leave paper in the sun for two or more hours. Later in the afternoon, invite children to collect their art. The sun should fade the paper so the outlines of items are visible. Encourage the children to talk about effects of the sun on the paper.

WEEK

33

DAY

5

Staying Healthy and Safe *continued*



Family Child Care

Create outdoor games or activities around shadows. Invite a child to pose while another child makes an outline of the shadow with chalk on the concrete. Another option is to play shadow tag.