



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 J (Days 2, 5)



Mathematics

Counting Things

- Practicing adding by counting on (Days 1, 2)
- Identifying which group has the most and which has the fewest (Day 2)
- Practicing adding and subtracting (Days 3, 4, 5)



Self- Regulation

Focusing & Remembering

- How to follow requests by listening, watching, and remembering
 - *The Freeze Game* (Day 1)
- How to follow requests by listening and watching
 - *Sleeping, Sleeping, All the Children Are Sleeping* game (Day 2)



Social- Emotional

Being Responsible

- Different ways we can be responsible (Day 3)



Social Studies

Exploring Time

- Games that children played long ago (Day 4)
- How to learn about things that happened long ago (Day 5)



Science

Exploring Habitats

- Characteristics of a mountain (Day 1)
- A volcano is a type of mountain (Day 2)
- Types of animals that live on a mountain (Day 3)



Physical/ Health

Staying Healthy and Safe

- How a doctor helps us stay healthy (Day 4)
- How a dentist helps our teeth stay healthy (Day 5)



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter K 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 K card.]

The word "kick" begins and ends with this letter. What is the name of this letter?

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

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



EXPLAIN: Now let's read a book!

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

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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand uses of addition.



Key Concepts

Review: Add



Materials Needed

Prepared chart paper (see Be Prepared)

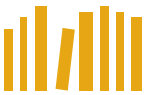
*Toy animal and toy car cutouts (see Be Prepared)

3 toy animals

4 toy cars

Marker

*Printables provided



Optional Reading



One Is a Snail, Ten is a Crab
by April Pulley Sayre and
Jeff Sayre

Be Prepared: Organize a simple, two-column chart as shown. Include a cutout of a toy animal and a cutout of a toy car.

BEGIN: We are learning about adding and subtracting. What happens to our group when we add more items? (it gets larger)

EXPLAIN: [Display prepared chart and point to its parts as you describe them.]

Today we will use a chart to help us find out how many toys are in a group. Our chart for today has two columns.

| | |
|---|--|
|  animals |  cars |
| | |

We will count how many toy animals are in a group and how many toy cars are in a group. Then we will add to see how many toys we have all together.

ACT: [Place three toy animals and four toy cars on the floor where all children can see them. Count each group of toys as you put a tally mark under animals or cars.]

- How can we find out how many toy animals are in our animal group? (count the marks)
- How can we find out how many toy cars are in our car group? (count the marks)

Let's count the number of toy animals in our animal group. I will write the total number next to the word "animals."

[Lead children in counting the tally marks for animals by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "animals" section.]

Now let's count the number of toy cars in our car group. I will write the total number next to the word "cars."

[Lead children in counting the tally marks for cars by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "cars" section.]

We know that we have three toy animals in our animal group and four toy cars in our car group.

How can we find out how many toy animals and toy cars we have all together? (add together the number of animals and the number of cars)

We can add by counting on. Let's start with the biggest group. The toy car group has four. Four is bigger than three. Let's count on as we begin with the toy car group: 4, 5, 6, 7.

[Point to each tally mark as you count on.]

How many animals and cars do we have all together? (seven)

[Continue practice with adding using different numbers of animals and cars as time permits.]

RECAP: Today we practiced adding by counting on. We added together the number of toy animals and the number of toy cars.



Scaffolding Tips

Extra support ■ Invite children who are learning to count a group of items to help you point to and count each group of tally marks.

Enrichment ■ Ask children if they can tell which group has more or fewer by looking at the tally marks.

123 Center Activity

Provide a collection of dominoes in a basket. Invite children to choose one domino at a time and add together the dots on both halves of the domino.



Family Child Care

Add groups of boys and girls in children's families. Add the totals together to find out how many people are in each family. Example: "Julia's family has two boys and three girls. How many people are in her family all together?"



3-5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

Review: Freeze



Materials Needed

Song with a fast tempo and slow tempo (see Be Prepared)

8 large shape cutouts (see Be Prepared)

Music player

Be Prepared: Suggested song with both fast and slow tempos: “Bop ‘Til You Drop” on Greg and Steve’s *Kids in Action* CD. Two copies of four different large shape cutouts are needed. Place four different shape cutouts in classroom locations that can accommodate a brief large gathering of children. The remaining four different cutouts will be used by you during the activity.

If time permits, offer *Orange Circle, Purple Circle* from Week 33, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Orange Circle, Purple Circle* from Week 33, Day 1. 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. When we play this game, we freeze! We know that when we freeze, we stop what we are doing and hold our body in the position it is in.

ASK: How do we play *The Freeze Game*?

ACT: When we played this game before, we danced quickly to fast music and slowly to slow music. When the music stopped, we did whatever I did. Today we are going to play the game a different way.

I have placed four shapes around the classroom. Let me show you.

[Show children where each shape is located in the classroom. Invite children to name the shape and its characteristics as you point to it.]

When we play the game today, we will dance quickly to fast music and slowly to slow music. When the music stops, freeze and look at me. I will hold up a shape. When you see the shape I am holding up, find the same shape in the classroom and go stand by that shape. Let’s try it.

[Play a fast song and encourage children to dance quickly. Then play a slow song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place. Hold up one of the four shapes and encourage children to find the same shape in the room and stand by it. Once all children are standing by the shape, invite them to gather as a group and try it again. Continue as long as time permits with the remaining three shapes.]

RECAP: Today we played *The Freeze Game* 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 game? (listen to music, look at adult)
- Why did we need to pay close attention? (because the music changed, because we needed to pay attention to the shape being held up when the music stopped)



Scaffolding Tips

Extra support ■ Omit one or more of the shapes if children seem overly challenged. ■ As always, if children continue an action after it is to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game.

Enrichment ■ If children readily stand next to the appropriate shape in the classroom, invite children to try a rule change. When the music stops, encourage children to stand next to a shape cutout in the classroom that is different than the shape you are holding.



Center Activity

Invite children to continue playing *The Freeze Game*. Provide music and encourage children to take turns turning the music on and off.



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.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a mountain habitat, including plants that live on a mountain.



Key Concepts

New: Mountain
Peak

Review: Habitat
Nutrient



Materials Needed

*4 pictures as shown (1 shown in Enrichment tip)

*Printables provided



Optional Reading

How Mountains Are Made
by Kathleen Weidner
Zoehfeld

BEGIN: We are learning about different kinds of habitats. We know that a habitat is a place where certain types of plants and animals usually live. Today we will learn about a mountain habitat.

[Display picture of mountain.]

- Have you ever seen a mountain?
- What was it like?

[Encourage children to discuss what they know about mountains.]



EXPLAIN: A **mountain** is a very high piece of land. A mountain is taller than anything else on the earth. The top of a mountain is called a **peak**. Usually it is very cold and windy near the peak of a mountain. Mountains also have many rocks. It can be difficult for things to grow and live on a mountain because of the cold, wind, and rocks.

Animals and plants that live and grow on a mountain have special ways of living in cold, windy, and rocky places.

[Display picture of mountain plants.]

Here is a picture of plants that live high on a mountain. The plants are growing close to the ground. The plants are not tall.



Tia Monto/wikimedia/(CC BY-SA 3.0)

ASK: What might happen to a tall plant when there are really strong winds? (get blown over, move around a lot)

EXPLAIN: Growing close to the ground can protect a plant from being hurt by strong winds.

Several months ago we grew bean plants in our classroom.

ASK: Did we put our bean seeds in soil or in rocks? (soil)

EXPLAIN: The soil helped our seeds grow into plants. The soil gave our seeds nutrients and a place for roots to grow. Remember, a nutrient is something that helps a living thing to grow. The soil was a home for the seed and the roots that grew out of the seed.

- ASK:**
- Would it be easy or hard for seeds to grow on a rocky mountain? (hard)
 - Why? (because there are more rocks than soil)

Exploring Habitats *continued*



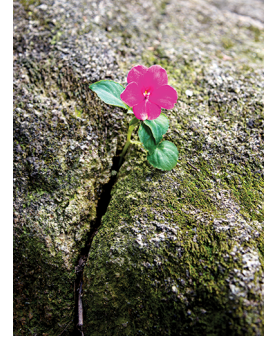
Science

EXPLAIN: Sometimes there is a good home for seeds to grow in the soil between rocks. Sometimes there also is soil in the cracks of rocks. Seeds can be protected in the soil found around rocks.

[Display picture of a plant growing out of a crack in a rock.]

Here is a picture of a plant growing out of a crack in a rock. There is soil in the crack that helps a seed grow roots and become a plant.

The roots of plants that grow between rocks need to grow deep to find water in the soil. The water does not stay near a plant that grows between rocks. The water is deep in the soil.



RECAP: Today we learned that a mountain is a very high piece of land. Plants and animals can be found in a mountain habitat. Many plants that grow in a rocky mountain need to grow deep roots to find water.



Scaffolding Tips

Extra support ■ Remind children that dirt is another word for soil. ■ Provide pictures taken of the classroom's growing bean plants if children need a visual reminder of the planting activity. Remind children that the bean seeds needed soil and water to grow.

Enrichment ■ Display the picture of a rock garden. How would a rock garden be similar to a mountain? (rocky, little soil) ■ Encourage children to share pictures from home they may have of mountains or a mountainous place they have visited or lived.



J Brew/flickr/CC BY-SA 2.0



Center Activity

Place several small rocks and small artificial plants in the block center. Encourage children to use their imagination to build a mountain habitat using the blocks, rocks, and plants.



Family Child Care

There may be plants (weeds) growing out of cracks in street or sidewalk pavement near your home. Explain to children that this arrangement is similar to how plants grow between rocks on a mountain.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the final sound of familiar words. Children also will identify and name the letter J.



Key Concepts

Review: Concentrate



Materials Needed

*Picture cards (see Be Prepared)

Chart paper

*Letter J card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Assemble sets of three picture cards as listed below. Assemble one set per child.

block-bell-cat
cup-cat-rug
bat-bug-sock
clock-car-mop

rug-rat-block
sock-star-dog
stick-rug-star
car-clock-mat

dog-door-mouse
mop-mat-rug
fan-foot-rug
hat-horse-star

BEGIN: We are learning how to concentrate on the sounds we hear at the end of a word. We know that we pay close attention to something when we concentrate. Today we will play our *What is the Word?* game with picture cards.

ACT: [Place the following picture cards on the floor where they can be easily seen by children: *block, bell, cat.* Encourage children to name the item/animal on each card.]

I am going to say the ending sound of a word. Please try to find the picture card of the word I am saying.

Let's try the first word. Listen carefully. This word ends with the /k/ sound. What is the word?

[Pause as children look for the word that ends with the /k/ sound. If children name the item, repeat the name and ending sound.]

The word is "block." It ends with the /k/ sound.

[Continue with another set of three cards. Provide each child with a turn to identify a word. Follow the procedure below for each set of three picture cards:

- Place a set of three picture cards on the floor. Encourage a child to say the name of each item/animal pictured.
- Say the ending sound of an item/animal on one of the cards and ask the child to please say the word. Example: "This word ends with the /g/ sound. What is the word?"
- If a child names the item/animal, repeat the name and ending sound.
- If a child is unable to name the item/animal, review each of the three cards. Example: "We know this is a picture of a sock. Does the word 'sock' end with a /g/ sound?"

Repeat for each set of three cards listed in Be Prepared. Involve a different child with each set.]

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

[Display letter J card.]

J j



ASK: Does anyone know the name of this letter?

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

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

This is an uppercase J.

We can also write the letter J like this.

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

This is a lowercase j.

Last week we learned about a rainforest. We know that another name for a rainforest is “jungle.”

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

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

Let’s all say the word “jungle.”

[Invite a volunteer child to point to the letter j in the word “jungle.”]

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

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

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

RECAP: Today we played another game about sounds at the end of words. We used picture cards. We found a picture card that had the same ending sound as the sound I said.

We also learned about the letter J. What word begins with the letter j? (jungle)



Scaffolding Tips

Extra support ■ If children are unsure of the final sound of the word on their picture card, say the name of the picture card again as you enunciate clearly the final sound of the word. Then ask the child to repeat the word with you while enunciating clearly the final sound. Example: "This is a picture of a mop. /Mo/-/p/-/p/-/p/. Let's say the word together: 'mop.'" ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: mat; clap when you say the /t/ sound.

Enrichment ■ Encourage children to identify the beginning sound of the picture on a card.



Center Activity

Provide *picture cards with pictures that end in sounds children are familiar with. Examples: bell, cat, dog, fan. Invite children to say the final sound of each word.

*Printables provided



Family Child Care

Pair older and younger children and play a final sound game. Give each pair of children a final sound, and ask the pair to find an item that ends with the same final sound. Example: "Find something that ends with the sound /g/." Encourage children to think about items that end with the given sound before beginning their search.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to use counting on to add small groups.



Key Concepts

Review: Add
Count on



Materials Needed

Chart or paper

Marker

*Animal cards—1 per
child

2 dice

Black construction paper
circles (see Be Prepared)

Basket

*Printables provided

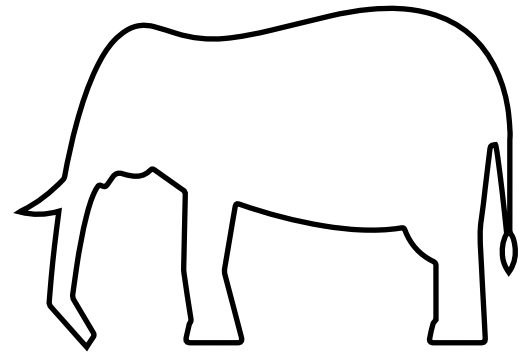
■ **Be Prepared:** Cut from black construction paper 12 circles per child.

BEGIN: Today we will play a game called *Animal Spots*. We will add spots as we play our game. What happens to our group when we add more items? (it gets larger)

EXPLAIN: Each of us will get an animal cutout to use during our game.

[Give each child one animal cutout.]

- We will use two dice for our game today. Each of us will get a turn to roll the dice.
- After we roll both dice, we will add the number of dots on one die to the number of dots on the other die.
- Then we will count out the same number of spots from the basket to put on our animal.
- When we are done, we can see which animal has the most spots and which animal has the fewest.



Let me show you how to play.

[Roll the dice and add the number of dots by first counting the dots on the die with the larger amount, and then count on to add the number of dots on the second die. Example: "There are four dots on the first die. There are two dots on the second die. I will start with the group of four dots because it is larger than the group of two dots. I will count on as I add both groups of dots: 4, 5, 6. There are six dots all together."]

Now I will count the same number of spots from the basket and put them on my animal.

[Place the corresponding number of spots on your animal cutout.]

Now we can all play!

ACT: [Encourage children to take turns as they follow the above procedure. After each child has placed spots on their animal, discuss which animal has the most spots and which has the fewest. Invite children to remove the spots from their animal cutout and place them in the basket. Continue as time permits.]

RECAP: Today we played a game called *Animal Spots*. We rolled two dice and added the number of dots together to find out how many spots to put

on our animal. We then figured out which animal had the most spots and which animal had the fewest spots.



Scaffolding Tips

Extra support ■ With children, point to each spot as you count on together.

Enrichment ■ Ask children how many spots they would have if they had two more.

123 Center Activity

Invite children to practice building “cube trains.” Encourage children to choose two cards from a pile of *small numeral cards 1–5 and then count out the corresponding number of Unifix® cubes for each card. Invite children to count on as they snap the two groups together to add them.

*Printables provided



Family Child Care

Practice adding groups throughout the day. Example: “Emily has two crackers, John has three crackers. Let’s count on as we find out how many crackers they have all together.”

WEEK
34

DAY
2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will regulate their behaviors in response to different oral and visual prompts.



Key Concepts

New: Vehicle

Review: Focus



Materials Needed

*3 pictures as shown

3 circles with vehicle pictures (see Be Prepared)

3 different circles with 3 different vehicle pictures (see Enrichment tip)

*Printables provided

Be Prepared: Tape the picture of a car on a black circle, the picture of a train on a blue circle, and the picture of a boat on an orange circle. Keep the tape loose because the pictures will be removed during the activity.

If time permits, offer *The Freeze Game* from Week 34, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *The Freeze Game* from Week 34, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: We are learning games that help us focus on what we are expected to do. We know that when we focus on something, we concentrate on it.

Today we will play a game we've played before. We will play *Sleeping, Sleeping, All the Children Are Sleeping*.

EXPLAIN: Remember, in the *Sleeping, Sleeping* game we pretend we are sleeping on the floor. I will sing a song while we pretend to sleep. The song goes like this:

[Sing the song to your own tune.]

"Sleeping, sleeping, all the children are sleeping." Then I will say, "And when they woke up . . . they were . . . !" Each time I say, "And when they woke up . . . they were . . ." I will say a different vehicle. A **vehicle** is something that takes us from one place to another.

We will play the game again with colored circles. Our colored circles will have vehicle pictures on them.

[Display each circle as you describe it.]

I have a black circle with a car on it, a blue circle with a train on it, and an orange circle with a boat on it. When I hold up the black circle, we will make a noise like a car. When I hold up the blue circle, we will make a noise like a train. When I hold up the orange circle, we will make a noise like a boat.

- What noise does a car make? (beep, beep)
- What noise does a train make? (choo, choo)
- What noise does a boat make? (hooooonk)

Let's try it!

ACT: [Encourage children to lie in a sleeping position. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up,



Mike Mercure/flickr/(CC BY-NC 2.0)



ATOMIC Hot Links/flickr/(CC BY-NC-ND 2.0)



Seong-Woo Seo/flickr/(CC BY-NC 2.0)



hold up one of the circles and encourage children to make a noise like the pictured vehicle. Try not to say what the vehicle is, however. Encourage children to look at the visual cue. Try this 2–3 times.]

This time I am going to remove the pictures from the circles (or use the side without the vehicle picture). Each time I hold up a circle, we need to make a noise like the vehicle that was on the circle before I removed the vehicle picture.

- We need to remember the vehicle that was on each circle.
- What vehicle was on the black circle? (car)
- What vehicle was on the blue circle? (train)
- What vehicle was on the orange circle? (boat)
- I will choose a different vehicle each time.

Let's try it!

[Encourage children to lie in a sleeping position again. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to make a noise like the vehicle that was previously on the circle. Try this 2–3 times. Play as long as time permits.]

RECAP: Today we again played *Sleeping, Sleeping, All the Children Are Sleeping*. We changed the rules of the game.

- What parts of our body did we use to pay close attention during this game? (eyes, ears)
- During the game we made noises like different vehicles. What things changed during the game? (made noise like a different vehicle each time, used colored circles)
- What would happen if we didn't watch or listen carefully during the game? (we wouldn't know which vehicle noise to make)



Scaffolding Tips

Extra support ■ If children need additional assistance in remembering the vehicle previously on the colored circle, say the vehicle name when you hold up the circle. ■ If children continue an action after it is to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game.

Enrichment ■ Invite children to try another rule change for *Sleeping, Sleeping*: Use three different vehicles on colored circles (helicopter, police car, race car).

WEEK

34

DAY

2

Focusing & Remembering *continued*



Self-
Regulation



Center Activity

Invite children to continue playing *Sleeping, Sleeping*. Encourage children to take turns singing the song.



Family Child Care

Send the new rules home for the game and encourage children to explain the changes to family members at pickup time.

The *Sleeping, Sleeping, All the Children are Sleeping* game is described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand that a volcano is a type of mountain that can be a dangerous habitat for animals and plants.



Key Concepts

New: Volcano
Erupts
Lava

Review: Peak



Materials Needed

*2 pictures as shown

*Printables provided



Optional Reading

Volcanoes! (National Geographic Readers) by Anne Schreiber

Be Prepared: As an optional supplement to the following activity, offer an “exploding volcano.” You will need the following materials: baking soda, dish soap, vinegar, small water bottle, paper towels.

(1) Place 2 tsp. baking soda in a 12 oz. water bottle. (2) Pour 1 tsp. of dish soap into the water bottle. (3) Pour 1 tsp. vinegar into the water bottle and watch as the water bottle volcano erupts.

BEGIN: We are learning about a mountain habitat. We know that a mountain is a very high piece of land. What do we call the pointed top of a mountain? (peak) Sometimes there is snow on the peak of a mountain.

EXPLAIN: Today we will learn about a kind of mountain called a volcano. A **volcano** is a mountain with a hole in the middle. Not all mountains are volcanoes. A volcano is different from other mountains because it has a hole in the middle of it.

[Display two pictures of a volcano.]

ASK: What difference do we see in these two pictures of a volcano?

[In one of the pictures something is coming out of the volcano.]

EXPLAIN: One of our pictures shows hot liquid coming out of the hole at the top of the volcano. The volcano is erupting in this picture. When something **erupts**, it explodes loudly. The hot liquid coming out of the volcano is dangerous. It is called **lava**.

- ASK:**
- Have you ever seen a volcano erupt in a movie or on television?
 - What was it like?
 - Do you think animals and plants could live on a volcano that was erupting?
 - Why?

EXPLAIN: A volcano does not erupt very often. Many volcanoes have not erupted for a very, very long time. The ground near a volcano often moves or shakes before an eruption happens. A mountain that is a volcano can be a very dangerous habitat for animals and plants to live in. Scientists who study volcanoes usually can warn people before a volcano erupts.

ASK: Why do you think it is a good idea to warn people before a volcano erupts? (people need to get away from a volcano before it erupts, the hot lava can hurt people and other living things)



EXPLAIN: We are going to pretend we are an erupting volcano. Let's wrap our arms around our legs as we sit on the floor like a volcano.

ACT: [Encourage children to sit with their knees pulled to their chest and their arms wrapped around their legs.]

Before a volcano erupts, the ground around the volcano often moves or shakes. Let's pretend the ground around us is beginning to move and shake.

[Encourage children to move their bodies as if the ground around them is shaking.]

We are getting ready to erupt. When we erupt, we will explode loudly. When I say "Erupt!" let's jump to our feet and say "boom!"

[Encourage children to pretend to erupt like a volcano when you say "Erupt!"]

RECAP: Today we learned that a volcano is a mountain with a hole in the middle. Most mountains are not volcanoes. When a volcano erupts, a hot liquid, called lava, may come out of the volcano. A mountain that is a volcano can be a very dangerous place for animals and plants to live.



Scaffolding Tips

Extra support ■ Show a straw to help children better understand the hole in the middle of a volcano. Explain that the hole in the middle of a volcano is a tunnel that moves hot liquid (lava) upward.

Enrichment ■ Explain there are volcanoes under the ocean also. Invite children to think about whether a volcano erupting under the water might be as dangerous as a volcano erupting above the water. Why or why not?



Center Activity

Invite children to draw a picture of a volcano in their science journals. To provide references, supply several books about volcanoes, such as *Volcanoes! (National Geographic Readers)* by Anne Schreiber, and *Jump into Science: Volcano!* by Ellen J. Prager.



Family Child Care

If you have access to the Internet, look for a video of an erupting volcano that children can watch.



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 J.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter J 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 J card.]

What is the name of this letter?

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

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

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

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

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

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand how to add and subtract.



Key Concepts

Review: Add
Subtract



Materials Needed

Prepared chart paper (see Be Prepared)

*Boy and girl cutouts (see Be Prepared)

Marker

*Printables provided



Optional Reading



Monster Math Picnic by Grace Maccarone

Be Prepared: Organize a simple, two-column chart as shown. Include a cutout of a boy and a cutout of a girl.

BEGIN: We are learning about adding and subtracting. What happens to a group when we add more items? (it gets larger) What happens to a group when we subtract items? (it gets smaller)

EXPLAIN: [*Display prepared chart and point to its parts as you describe them.*]

Today we will use a chart to help us find out how many children are in a group. We will count how many boys and girls are in a group. Then we will add to see how many children we have all together in our group.

|  Boys |  Girls |
|--|---|
| | |

Please come to the chart and put a mark under boy or girl when I call your name.

ACT: [*Invite five boys and two girls to the chart. One at a time, invite children to put a tally mark under boy or girl. Invite children to have a seat.*]

- How can we find out how many boys are in our boy group? (count the marks)
- How can we find out how many girls are in our girl group? (count the marks)

Let's count the number of boys in our boy group, and then I will write the total number of boys on our chart.

[*Lead children in counting the tally marks for boys by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "boys" section.*]

Now let's count the number of girls in our group.

[*Lead children in counting the tally marks for girls by touching each mark as you count. Write below the tally marks the numeral that represents the number of tally marks in the "girls" section.*]

We have five boys in our boy group and two girls in our girl group.

How can we find out how many boys and girls we have all together? (add together the number of boys and the number of girls)

We can add by counting on. Let's start with the largest group. The boy group has five. Five is larger than two. Let's count on as we begin with the boy group: 5, 6, 7.

[Point to each tally mark as you count on.]

How many children do we have all together? (seven)

[Invite the same five boys and two girls to the chart.]

Let's subtract two boys from our group of seven children.

[Encourage two boys to have a seat.]

Two boys from our group sat down. Let's erase two marks from our chart because we subtracted two boys from our group.

[Erase two tally marks from the chart.]

How can we find out how many children we have remaining in our group? (we can count the number of children, we can count the number of tally marks)

[Lead children in counting as you point to and count the number of tally marks remaining on the chart.]

EXPLAIN: We started with seven children in our group. We subtracted two boys. Now we have five children left in our group.

RECAP: Today we added and subtracted to find out how many children were in a group.



Scaffolding Tips

Extra support ■ Invite children who are learning to count groups of items to help you point to and count each group of tally marks.

Enrichment ■ Invite children to tell how many children are left in the group after you've erased the two tally marks without counting first.

123 Center Activity

Invite children to go "subtraction bowling." Place 10 paper cups on the floor. Invite children to roll a small ball to knock down the cups. Then determine the number of cups left standing.

WEEK

34

DAY

3

Counting Things *continued*

123

Mathematics



Family Child Care

Determine the number of cats and dogs in children's families. Ask children the number of dogs and cats in their families and add the totals together to find out how many pets are in the entire group. Example: "We have two cats and three dogs in our group. How many pets do we have all together?" Then use the pet groups to practice subtraction. Use different pets if children have other types of pets in their homes.

Being Responsible



3-5 YEARS

Small Group



Skill and Goal

Personal responsibility

Children will understand what it means to be responsible.



Key Concepts

New: Responsible



Materials Needed

Basket

*Being Responsible scenarios



Also Promotes

Self-Regulation

*Printables provided

Be Prepared: Cut apart the 12 provided scenarios and place in a basket.

BEGIN: [Arrange children in a circle.]

Let's spend some time today talking about what it means to be responsible. Responsible is a big word. Let's together say the word "responsible": re-spon-si-ble.

What is your idea of what it means to be responsible?

EXPLAIN: We are **responsible** when we make good choices about how we take care of ourselves and how we treat others and the things around us.

There are many good choices we can make about taking care of ourselves. We can think about:

- putting away the things we play with
- doing healthy things like brushing our teeth and washing our hands
- helping make our bed at home
- cleaning up after ourselves
- doing things to calm down when we get upset about something
- following rules

There are many good choices we can make about how we treat others and the things around us. We can think about:

- helping others during cleanup in our classroom
- being friendly to others
- helping our family do things like clearing our dishes from the table after a meal
- feeding our pets
- recycling

Sometimes it is hard to do what we are expected to do. There may be something else we want to do. We may want to play outside when it is our turn to help set the table for a meal at home. We may want to keep playing instead of stopping to go get a tissue and wipe our nose.

Today we will learn more about being responsible.

[Display basket.]

In this basket are pieces of paper with a short story on each. Each of us will take a turn to choose one piece of paper from the basket.



I will read the story on your piece of paper. Then we will talk about what the child in the story could do to be responsible.

ACT: *[Pass the basket around the circle and invite each child to select one piece of paper. If a child mistakenly selects more than one piece of paper, encourage the child to return the paper to the basket rather than pass the piece of paper to another child. Each child should have an opportunity to select a piece of paper from the basket.]*

We will take turns in the order we are seated in the circle. This will give us a chance to practice waiting patiently for our turn. Let's start with (child) and then move around the circle like this.

[Move your arm in a pronounced manner to show the circle direction you will follow.]

(Child), please look at the picture on your piece of paper and tell us what you think the story might be about.

Now please pass your piece of paper to me so I can read it aloud.

[Read scenario with voice inflections and facial expressions appropriate to the story to encourage child engagement. Keep the sheet of paper in a small pile near you.]

Invite the child who selected the piece of paper to respond to the question in the scenario. Avoid an awkward waiting period if the child does not offer an idea.

Then ask other children why the suggested response is a good choice. Example: "Maria talked about how Elliot should feed his cat before he rides his bicycle with his friend. Why is this a good choice?" In discussing reasons with children, emphasize benefits of helping others, being friendly, staying healthy, calming ourselves down when we get upset, etc.]

RECAP: Today we talked about different ways we can be responsible. What does it mean to be responsible? (to make good choices about how we take care of ourselves and how we treat others and the things around us)

Being Responsible Scenarios
Social-Emotional, Week 34, Day 3

Ahaio was watching a movie with his brother. His dad asked him to help set the table for lunch. What should Ahaio do?

Hannah learned about recycling at her child care center. Her grandmother asked her to throw away an empty milk jug. What is the responsible thing for Hannah to do?

When Alejandro woke up in the morning his mom asked him to pick out his clothes for the day. Alejandro wanted to play with his new toy instead. How can Alejandro show responsibility?

Noah washed his hands with soap and water. He dried his hands. He missed the trash can when he tried to throw away his paper towel. How can Noah show responsibility?

Keisha was walking to the art area. She noticed there were books on the floor. The books could get stepped on and damaged. What is the responsible thing for Keisha to do?

Eloy finished drawing his picture with a marker. He tried to put the lid on the marker but it did not fit. Eloy knows that a marker will dry out when the lid is not put on correctly. He tried again to put on the lid but it still did not work. Eloy wanted to go play in the block area. What should Eloy do?

Being Responsible Scenarios
Social-Emotional, Week 34, Day 3

Tanya was taking a walk with her mom and found a piece of trash on the ground near her house. How can Tanya show responsibility?

Elliott's mom asked him to feed his cat after the family ate dinner. Elliott wanted to ride his bicycle with his friend next door. How can Elliott show responsibility?

Oriah's best friend asked her to come to her house to play. Oriah's mom asked Oriah to put things away in her messy bedroom before she went to her friend's house. What should Oriah do?

Kaleb was getting ready for bed. His mom reminded him to brush his teeth. Kaleb was tired and wanted to listen to a book instead. What is the responsible thing for Kaleb to do?

Rhonda and Lara were building a block tower when the teacher said clean-up time would begin in 5 minutes. They were almost done and didn't want to stop building when the teacher said it was time to begin classroom clean-up. What should Rhonda and Lara do?

Mitch was in charge of watering the class plants. Mitch noticed the plant needed water just as his class was leaving the classroom for outdoor time. What should Mitch do?

WEEK

34

DAY

3

Being Responsible *continued*



Scaffolding Tips

Extra support ■ If children seem confused about a scenario, display the picture on the sheet of paper and use your own words to describe again the situation. You also may wish to use a puppet to describe the situation. ■ Review activity plans on helping others, being friendly, and what to do if we are angry with children who may need additional reminders (Self-Regulation Weeks 7, 8, and 12).

Enrichment ■ Ask children to tell about times they have made good choices about taking care of themselves and how they treated others.



Center Activity

Provide paper and drawing tools. Invite children to draw a picture of themselves (or someone else) doing something responsible.



Family Child Care

Invite each child to work with a family member to make a list of ways to be responsible at home. Encourage children to describe their list to other children in your setting.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand characteristics of some animals that live in a mountain habitat.



Key Concepts

New: Snow leopard
Mountain
sheep
Cliff

Review: Peak



Materials Needed

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



Also Promotes

Physical/Health

*Printables provided



Optional Reading

What Can Live in the Mountains? by Sheila Anderson

Be Prepared: Firmly tape two sets of 8–10 sheets of paper to the floor to create two separate jagged lines. Place some sheets closer together and others farther away from each other.

BEGIN: This week we are learning about a mountain habitat. We know that a mountain can be cold and windy and have many rocks.

[Display picture of a mountain.]

There can be snow and ice near the peak of a mountain. Remember, a peak is at the top of a mountain.

We know that some plants and animals can live on a mountain.

ASK: How do some plants live on a mountain? (grow close to the ground, have long roots so they can grow in rocks)

EXPLAIN: Today we will learn about some animals that can live on a mountain.

Animals that live on a mountain must be able to climb and jump across high rocks. They also must be able to keep warm in the snow and ice that can cover the peak of a mountain.

[Display picture of a snow leopard.]

This is a picture of an animal that can live on a mountain. The animal is a snow leopard. The **snow leopard** is a large, wild cat that lives near the snowy peak of a mountain.

ASK:

- What do you notice about the snow leopard's paws? (wide)
- What do you notice about the snow leopard's fur and tail? (thick fur, long and fluffy tail)

EXPLAIN: The snow leopard's thick fur keeps it warm. The snow leopard's wide paws help it walk in snow and ice.

Snow leopards have the longest tail of any kind of cat. Snow leopards use their long fluffy tails to help keep warm. They wrap their tails around themselves like scarves.

Snow leopards live in only some parts of the world. Most mountains do not have snow leopards.

Now we will learn about another animal that can live on a mountain.



Tim Ellis/flickr/CC BY-NC 2.0



[Display picture of a mountain sheep.]

This animal is called a mountain sheep. A **mountain sheep** is a type of sheep that lives in the mountains in some parts of the world.

There are many kinds of mountain sheep. Mountain sheep can be different sizes and colors. Their horns can be different sizes. Mountain sheep live on the rocky cliffs of a mountain. A **cliff** is the high side of a rocky mountain.



[Point to the rocky cliff in the picture of the mountain sheep.]

Mountain sheep eat grass and small plants they find on a mountain. Some mountain sheep use their horns for fighting other mountain sheep. They sometimes fight to decide which one is in charge. Mountain sheep are good at jumping and climbing on rocks.

ASK: Why do you think it is important for mountain sheep to be able to jump and climb on rocks of a mountain? (to get around on a mountain, to keep safe)

EXPLAIN: A mountain sheep must jump and climb on rocks all of the time. Let's pretend we are mountain sheep, jumping from rock to rock.

There are pieces of paper on our floor that we can pretend are rocks on a mountain. We can pretend we are jumping from rock to rock to get to the peak of the mountain.

ACT: *[Invite children to stand in two lines behind each set of "rocks." Encourage children, one at a time at each set of rocks, to take turns pretending to jump from "rock" to "rock."]*

RECAP: Today we learned about two animals that can live in a mountain habitat. How does the snow leopard's tail help it live in the mountains? (keeps it warm like a scarf) Why is it important for mountain sheep to be able to jump and climb? (to move around in a rocky place and to avoid predators)

[If time permits, teach children the adjacent rhyme about a snow leopard.]

Snow Leopard Rhyme

I am a snow leopard spotted and strong,
My warm tail is fluffy and long.
I live on a mountain up so high,
I eat animals I find nearby.

Snow leopard, snow leopard, spotted and strong,
Living on a mountain all year long!



Scaffolding Tips

Extra support ■ Point to the horns of the pictured mountain sheep when you mention its horns.

■ Wrap a scarf or a scarf-like item around your shoulders or neck to demonstrate how the snow leopard uses its tail to keep warm. ■ Display the picture of a domestic sheep to engage children in a comparison of physical characteristics of domestic and mountain sheep.

Enrichment ■ Encourage children to think about how the mountain sheep's long legs help it climb up, across, and down rocks.



David Martyn Hunt/flickr/(CC BY 2.0)



Center Activity

Invite children to continue the mountain sheep activity. Place the pieces of paper on the floor in a section of the room. You may increase the challenge of the activity by including curves in the arrangement of pieces of paper.



Family Child Care

Encourage children to notice the difference in the length of legs of a snow leopard and a mountain sheep. Children can pretend they are a snow leopard moving from "rock" to "rock" with legs that are much shorter than the legs of a mountain sheep.



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will identify the new word made after taking away the final sound from a word and adding a different final sound. Children also will understand the name and sound of the letter J.



Key Concepts

Review: Concentrate



Materials Needed

- Prepared chart (see Be Prepared)
- Marker
- Chart paper
- *Letter J card
- *4 letter J picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names for display to children
- *Printables provided

Be Prepared: Prepare a chart with the words “bat,” “hid,” “tub,” and “run” listed across the top.

BEGIN: Today we are going to play another game with ending sounds. We will play this game by taking away the ending sound from a word and adding a new ending sound. When we do this, we will make a new word.

EXPLAIN: [*Display chart.*]

We will use a chart to help us make new words. Let's look at the four words at the top of our chart.

[*Point to and read each word listed at the top of the chart. Pause between the two parts of the word.*]

Please listen carefully as I say the first word on our chart: ba-/t/. I'll say it again: ba-/t/.

ASK: What word am I saying? (bat)

EXPLAIN: Now we will take away the ending sound from the word “bat” and add a different ending sound to make a new word. The ending sound in the word “bat” is /t/. Let's take away the /t/ sound from the word “ba-/t/” and add the ending sound /g/.

[*Write the word “bag” on the chart below the word “bat.” Point to the final sound of each word as it is explained.*]

Please listen to the new word: ba-/g/. We took away the ending sound /t/ from the word “bat” and added the new ending sound /g/. Our new word is bag.

Let's try our next word. Listen carefully as I say the word: hi-/d/.

ASK: What is the word? (hid)

EXPLAIN: Now let's take away the ending sound from the word “hid” and add a different ending sound to make a new word. The ending sound in the word “hid” is /d/. Let's take away the /d/ sound from the word “hi-/d/” and add the new ending sound /m/.

[*Write the word “him” on the chart below the word “hid.” Point to the final sound of each word as it is explained.*]

Please listen to the new word: hi-/m/. We took away the ending /d/ sound from the word “hid” and added the new ending sound /m/. Our new word is him.

Let's try some more.

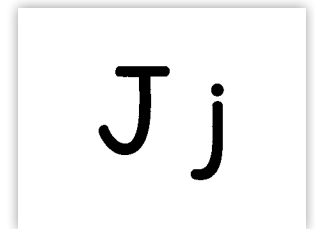
ACT: [Continue the above procedure for children to make a new word by taking away the final sound of a word and adding a different final sound. Offer as many of the following words as possible, depending on time and child interest:]

| | | | |
|------------|------------|------------|------------|
| bat | hid | tub | run |
| bag | him | tug | rub |
| bad | hip | tuck | rug |
| back | hit | | rut |

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

[Display letter J card.]

If a child(ren) whose name begins with the letter J was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter J when you say the name.]



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

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

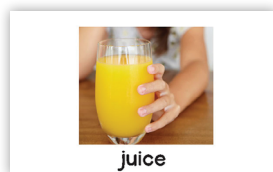
Pop up if you have the letter j somewhere else in your name (not at beginning).

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

ASK: What is our word that begins with the letter J? (jungle)

ACT: The letter J says /j/, just like at the beginning of the word "jungle." /j/, /j/, jungle. Let's say that together: /j/, /j/, jungle.

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



Greg Nelson/flickr/(CC BY-NC-ND 2.0)



Airman Magazine/flickr/(CC BY-NC 2.0)

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

[Help children by suggesting other words that begin with j. Examples: jump, jacket, journal, jog.]

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

We use one line to make an uppercase J. We begin by making a straight line down and then the line curves at the bottom.

[Give each child his/her letter journal.]

Now we are going to write the letter J in our letter journal. Please write the uppercase (big) letter J in your journal. "Journal" begins with the letter J! Let's together write as much of the letter as you can.

RECAP: Today we played another ending sound game. We figured out the new word made after taking away the final sound from a word and adding a different final sound.

We also learned that the letter J says /j/, just like at the beginning of the word "jungle." We made the uppercase (big) letter J in our letter journal. "Journal" also begins with the letter J. Let's say together the sound the letter J makes (/j/).

Scaffolding Tips

Extra support ■ If children are unsure of the final sound of the new word, say the word as you enunciate clearly the final sound of the word. Then ask the child to repeat the word with you while enunciating clearly the final sound. ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: swim; clap when you say the /m/ sound.

■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Some children may be interested in your demonstrating and describing how to make a lowercase j. Example: "A lowercase j is made with a straight line that curves at the bottom and then a small dot."

WEEK

34

DAY

4

Understanding Letters *continued*



Center Activity

Prepare four index cards with the words “bat,” “hid,” “tub,” and “run” listed on each. Provide paper, chart used in today’s activity, and writing utensils. Invite children to copy the word(s) on a sheet of paper and draw a picture of the item. Encourage children to write and draw pictures of other words listed on the chart that have a different final sound.



Family Child Care

Play another final sound game. Give each child a *picture card and invite them to find another child with a picture card that has the same final sound. Example: If you have six children, use three sets of picture cards with different final sounds. Example: bread, cloud, mop, sleep, chalk, beak. After children have found their match, try it again with different picture cards.

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will understand how to count the number of items left after they subtract.



Key Concepts

Review: Subtract



Materials Needed

Counters—10 per child

Die



Optional Reading

1 Hunter by Pat Hutchins

BEGIN: Let's count to 20 together. Let's clap our hands each time we say a number. How many times will we need to clap? (20)

[Lead children in clapping and counting to 20.]

ACT: Today we will practice subtracting by playing a game. We will each get 10 circles (counters).

[Give each child 10 counters.]

Please count your group of 10 circles to be sure you have 10.

[Observe children as they point to each counter as they count them.]

EXPLAIN: We will use one die for our game. Each of us will have a turn to roll the die and count the number of dots on the die. Then we will subtract the same number of circles from our group of 10. Remember, when we subtract, we take away.

I will go first. Please watch how I play the game.

[Roll the die and count the number of dots on the face of the die. Then subtract the same number of counters from the group of 10.]

How can I find out how many circles are left in my group? (count the number of circles left)

Please help me count the number of circles I have left.

[Lead children in counting the number of counters left as you point to each one.]

How many circles do I have left in my group? I have ___ circles left after I subtracted ___ circles.

Now it is your turn to try!

ACT: *[Encourage children take turns as they follow the above procedure. Help, if necessary. After all children have had a turn, ask the following questions:]*

- Who has the most circles left in their group?
- Who has the fewest circles left in their group?
- Are any of our groups equal?

RECAP: Today we practiced subtracting by rolling a die, counting the number of dots on the die, and then subtracting the same number of circles from our group. How did we find out how many circles we had left in our group? (we counted them)



Scaffolding Tips

Extra Support ■ If children need additional experience with counting larger groups of items, have them start with a smaller group of counters.

Enrichment ■ After they've subtracted, invite children to look at their remaining counters and determine how many counters they would have left if one more counter was subtracted.

123 Center Activity

Provide two baskets of Legos®. In the first basket, place Lego® pieces with six or more sections. In the second basket, place Lego® pieces that have 1–4 sections. Invite children to choose a Lego® from the first basket and a Lego® from the second basket. Encourage children to subtract the number of sections on the smaller Lego® from the number of sections on the larger one. This can be done by snapping the smaller Lego® to the larger Lego® and counting the sections that are not covered.



Family Child Care

Practice subtracting groups throughout the day. Example: "Sofia was playing with three dolls. She shared one doll with Marco. How many dolls does Sofia have left?"



3-5 YEARS

Large Group



Skill and Goal

Concepts of time

Children will understand some of the games played by pioneer children.



Key Concepts

Review: Fiddle
Pioneer



Materials Needed

Marbles
Yarn
Dominoes
Rope
Chalk
Rock
Straws
Button

A Little Prairie House by
Laura Ingalls Wilder (see
Extra Support tip)



Also Promotes

Self-Regulation

Be Prepared: Today's activity engages children in games played by young children who lived long ago. The games are easy for children to learn. Six options are described in the activity plan. Use as many games as time and space permit. Outdoor space or an indoor room designated for large motor activity will allow you to set up several games in advance and encourage children to rotate through games. Alternatively, games may be engaged in, one or two at a time in your classroom.

BEGIN: We are learning what it was like to live long ago. Last week we read a book about how a little girl named Laura traveled across the prairie with her family. The family built a house with logs.

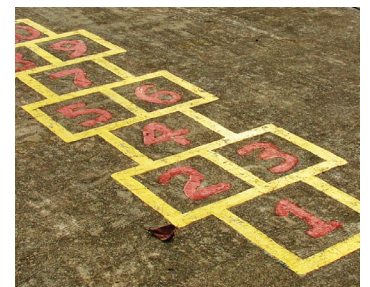
Laura's dad was called Pa. Pa liked to play the fiddle. Remember, a fiddle is a musical instrument. It is also called a violin. The family had fun times together when Pa played his fiddle.

EXPLAIN: Today we are going to learn about some of the fun things that pioneer children did together. Pioneer children liked to play games, just like we do. Remember, a pioneer is one of the first people to explore or settle a new country or area.

We will play several games that pioneer children played. Maybe Laura and her sister Mary played some of these games, too.

ACT: [Describe how each game is played. If you are able to set up several games, invite children to rotate from game to game.]

- **Marbles**—A ring is made with yarn on the floor and marbles are placed inside the ring. Players try to knock the marbles out of the ring with a larger marble, which is called a knuckler. Players take turns trying to knock out a marble.
- **Dominoes**—Children in your classroom may be familiar with this game. Ensure that each player has the same number of dominoes at the beginning of the game. Encourage children to take turns trying to match dots on the dominoes.
- **Jump Rope**—Use a length of rope with knots tied at the ends, instead of a modern-day jump rope, to make the rope more representative of the past.
- **Hopscotch** (for outdoor space)—Draw a hopscotch grid with sidewalk chalk and invite children to roll a rock to a number. Encourage children to jump on each number and skip over the number with the rock. Encourage children to say the names of the numbers as they jump to each one.



monicca/flickr/(CC BY-NC-ND 2.0)



- **Pick Up Sticks:** Place straws in a pile shaped like a haystack and encourage children to take turns removing a straw. The game ends when someone removes a straw and the whole stack falls down. Play again!
- **Who Has the Button:** Players form a circle. The person who is “it” closes his/her eyes and stands outside the circle while the other players pass a button around the circle. One person hides the button behind his/her back. The person who is “it” gets three chances to guess who is hiding the button. If the person who is “it” guesses correctly, he/she exchanges places with the button holder and the game begins again. If the person who is “it” does not guess correctly, an adult chooses another child to make three guesses about who is hiding the button.

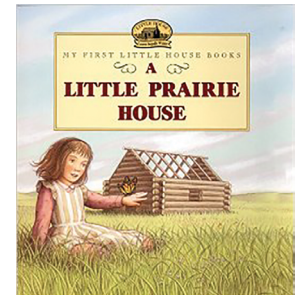
RECAP: Today we played some games that children played long ago. Which game was your favorite?

Scaffolding Tips

Extra support ■ Display and describe illustrations from the Week 33 book if children need help recalling the characters or remembering what a fiddle looks like. To emphasize how Laura’s family had fun together, it may be helpful to show the picture of Mr. Edwards dancing while Pa played his fiddle.

■ Some children may benefit from reminders of waiting patiently for their turn and/or carefully watching others play the game to see how it works (Self-Regulation Weeks 6 and 7).

Enrichment ■ **Marbles:** Invite players to try to knock out two marbles at the same time. **Dominoes:** As children place a domino, ask how many dots are on the domino. **Jump Rope:** Invite children to see how many times they can jump in a row. **Pick Up Sticks:** Encourage children to count how many straws they can remove before the stack falls. **Who Has the Button:** Encourage children to give a clue about who is hiding the button and see if they can guess the holder of the button in one guess!



Center Activity

Set up additional games popular in an earlier period for children to try. Examples: checkers, spinning tops, balls and cups (tie a small ball to a cup with yarn and invite children to try to swing the ball so that it lands in the cup), jacks, and *tic-tac-toe*.

Family Child Care

Encourage families to play at home their child’s favorite game(s) from today’s options.



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand the importance of going to a health care provider to stay healthy.



Key Concepts

New: Doctor
X-ray
Checkup



Materials Needed

Froggy Goes to the Doctor
by Jonathan London



Also Promotes:

Language and Literacy

BEGIN: We are learning how to stay healthy. Today we will learn how going to a doctor (or clinic) can help us stay healthy.

EXPLAIN: A **doctor** makes sure we are growing the way we should and helps us feel better when we are sick. Doctors have special training to help people stay healthy.

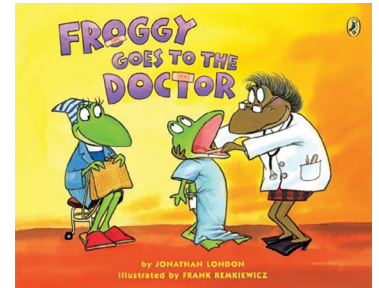
ASK: Have you ever been to a doctor's office (or clinic)? Tell us about it.

EXPLAIN: Sometimes we go to a doctor when we do not feel well. A doctor finds out what is making us sick and helps us get better. Sometimes a doctor gives us medicine to help us feel better. A doctor might take an X-ray to see if our bones are hurt. An **X-ray** is a picture of part of the inside of our body. A doctor can tell us what to do to feel better.

We are going to read a book about going to a doctor.

[Display book cover.]

Our book is *Froggy Goes to the Doctor*. The author is Jonathon London and the illustrator is Frank Remkiewicz.



ACT: [After you read the book ask questions, such as the following:]

- Why did Froggy go to the doctor?
- Was Froggy sick?
- What kinds of things did the doctor do to find out whether Froggy was healthy?

EXPLAIN: Sometimes we go to the doctor when we are not sick. In our book, Froggy was not sick. He went to the doctor for a checkup. In a **checkup**, a doctor makes sure we are growing the way we should and that we are healthy.

Let's think about the times we went to the doctor either when we were sick or when we went for a checkup.

RECAP: Today we read a book about Froggy and his visit to a doctor. Doctors help us stay healthy. A doctor can help us feel better when we are sick. A doctor can also do a checkup to make sure we are growing the way we should.



Scaffolding Tips

Extra support ■ In the discussion of the book, describe pertinent book pages to help children recall the story. Point to and describe illustrations.

Enrichment ■ Ask children who have been to a doctor to tell whether their doctor did similar or different things than the doctor in the book. ■ Explain that a checkup is also called a physical examination.



Center Activity

Create a doctor's office in the housekeeping center. Provide materials, such as latex gloves, masks, bandages, clipboards, old X-ray films, stethoscope, eye chart, old hospital gowns, exam and waiting room, and other items to promote health-related play.



Family Child Care

If a family member of a child in your setting is a health care provider, invite him/her to talk with children about keeping people healthy.



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 J.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter J 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 J card.]

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

Letter J says /j/, just like in "jungle." /j/, /j/, jungle. Let's together say /j/, /j/, jungle.

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

34

DAY

5

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will practice adding and subtracting.



Key Concepts

Review: Add
Subtract



Materials Needed

Prepared chart or paper
(see Be Prepared)

Large die

10 counters

BEGIN: We are learning more about how to add and subtract. What happens to our group when we add more items? (it gets larger) What happens to our group when we subtract items? (it gets smaller)

EXPLAIN: We practiced adding by playing a game called *Animal Spots*. We rolled dice and added both dice together. Then we placed the same number of spots on our animals.

Let's practice adding as we use our fingers. Please hold up four fingers on one hand and five fingers on the other hand. Now let's add the fingers on both hands to see how many fingers we have all together.

Let's start with our larger group of five fingers and then count on as we add our group of four fingers: 5, 6, 7, 8, 9.

ASK: How many fingers do we have all together? (nine)

EXPLAIN: This week we used ourselves to practice adding and subtracting. Let's try it again.

ACT: [*Invite two boys and three girls to the front of the group.*]

Let's first add our group of boys and our group of girls together. We will count on as we begin with our larger group of three girls: 3, 4, 5.

How many children are in our group all together? (five)

Let's subtract two girls from our group.

[*Invite two girls to sit down.*]

We had five children in our group and we subtracted two children.

How many children are left in our group? (three)

EXPLAIN: We also practiced subtracting by playing a game with 10 circles and a die. Let's practice subtracting again.

[*Roll a large die and count the number of dots on the face of the die. Then subtract the same number of counters from a group of 10 counters.*]

How can we find out how many circles are left in our group? (count the number of circles left)

Let's count the number of circles we have left.

[*Lead children in counting the number of counters left as you point to each one.*]

How many circles do we have left in our group? We have __ circles left after we subtracted __ circles.

RECAP: This week we practiced adding and subtracting while playing games and counting groups of children.



Scaffolding Tips

Extra Support ■ For children who have not yet mastered addition and subtraction, offer examples with smaller groups.

Enrichment: ■ Invite three children to hold up a number of fingers on one hand. Encourage other children to add the three small groups together.

123 Center Activity

In the housekeeping center, invite children to place a number of food items on a plate and then pretend to eat some as they subtract the “eaten” items from their plate. Encourage children to then determine the number of food items left on the plate.



Family Child Care

Take children on an addition walk. Add as you observe things around you. Example: “I see four trees in that yard and two trees in the other yard. How many trees are there all together?”



3-5 YEARS

Large Group



Skill and Goal

Concepts of time

Children will understand some ways to learn about things from long ago.



Key Concepts

New: Museum



Materials Needed

A Little Prairie House by
Laura Ingalls Wilder

*3 pictures as shown

*Printables provided

BEGIN: We are learning many things about how people lived long ago. Today we will think about how we can learn more about things from long ago.

ASK: What kinds of things have we done to learn about how people lived long ago? (read a book, played games)

EXPLAIN: There are some other things we can do to learn about how people lived long ago. We could talk with an older person about what it was like to grow up long ago. We could look at pictures of things from long ago. We also could visit a museum that has things that were used long ago. A **museum** is a building where art and other important items are kept and displayed for people to see.

We first need to ask a question when we want to learn about something. Today let's ask this question: How did animals help people live long ago?

The book we read last week can help us answer our question about how animals helped people live long ago.

[Display book illustration of two horses (mustangs) pulling the wagon.]

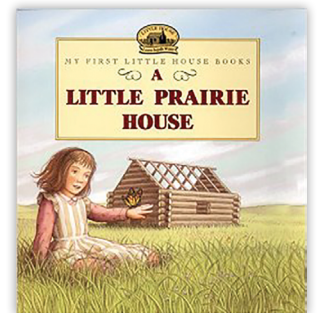
ASK: Here is a picture of the two horses we read about last week. How did the horses help Laura's family move to the prairie? (they pulled the wagon)

EXPLAIN: The book told us that the horses pulled the family's wagon through the prairie grasses. There were no roads or paths for the horses to follow.

We know that pictures can tell us about how people lived long ago. Let's look at some pictures of animals from long ago to find some answers to our question. Remember, our question is: How did animals help people live long ago?

[Display one at a time, the two pictures of animals helping people long ago.]

ASK: How are the animals shown in these pictures helping people? (helping to plant a field, helping to pull a wagon)



simpleinsomnia/flickr/(CC BY 2.0)



Don Harrison/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: Now let's look at a picture of an item from long ago that is displayed in a museum. Remember, we can learn about things from long ago by visiting a museum.

[Display picture of a covered wagon.]

The wagon shown in this picture is now in a museum for people to see. We know that animals helped people long ago by pulling wagons.



Kevin Burkett/wikimedia/(CC BY-SA 2.0)

- ASK:**
- What can you tell us about this wagon from long ago? (large wheels, cover on top, etc.)
 - Does this wagon look like the wagon the mustangs pulled in our book?

RECAP: Today we talked about some ways to learn about things from long ago. We asked a question: How did animals help people live long ago? We answered our question by using a book and some pictures of animals long ago. We also looked at a picture of a wagon from a museum.



Scaffolding Tips

Extra support ■ Point to and describe how a horse was attached to a wagon as you display the picture in the book of the horses pulling the wagon. Compare this to the picture of the covered wagon in the museum. Point to the area on the wagon where pioneers would attach their horses.

■ It may help some children think about the horses in the book if you give the horses' names: Pet and Patty.

Enrichment ■ Ask children what it would be like to live long ago without horses. How could Laura's family have moved to the prairie? How could a family plow the fields?



Center Activity

Provide *pictures used during the activity and books with old photos. Encourage children to investigate pictures and items and compare them to how things look and work today. You may also wish to encourage children to make a log house out of craft sticks.

*Printables provided

WEEK

34

DAY

5

Understanding Time *continued*



Family Child Care

If you have access to the Internet, invite children to watch part of a *Little House on the Prairie* episode. This program is a good way for children to learn about life in part of the United States during the 1800s. Another option is to secure illustration-rich children's books from your local library about life in an earlier era. Example: *Children of Long Ago* by Lessie Jones Little.



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand the importance of going to a dentist to keep our teeth healthy.



Key Concepts

New: Dentist

Review: Checkup
Cavity
X-ray



Materials Needed

*3 pictures as shown (1 shown in Enrichment tip)

*Printables provided



Optional Reading

Doctor De Soto by William Steig

BEGIN: Let's all give each other a big smile!

[Encourage children to smile broadly so teeth are shown.]

- ASK:**
- What do we see in our big smiles? (our teeth)
 - How do we use our teeth? (to chew, talk)
 - What do we call a doctor who helps us take good care of our teeth? (a dentist)

EXPLAIN: We use our teeth many times a day. We can take good care of our teeth by going to a dentist and by brushing our teeth. A **dentist** helps us have healthy teeth. A dentist does a checkup of our teeth to make sure they are growing the way they should. We learned about checkups yesterday when we talked about going to a doctor. A dentist can also fix problems we may have with our teeth. Most dentists have helpers who can clean our teeth.

ASK: What happened the last time you went to a dentist?

[Encourage children to describe experiences, especially procedures or tools that are discussed below.]

EXPLAIN: A dentist checks our teeth to make sure there are no cavities. We know that a cavity is a little hole in a tooth. A cavity makes a tooth weaker. We might get a cavity if we do not carefully brush dirt off of our teeth. We get dirt on our teeth when we chew things.

If we have a cavity, a dentist will clean out the hole and fill the hole so it does not get more dirt in it or get bigger.

[Display picture of dentist taking an X-ray of child's teeth.]

We learned yesterday that sometimes a doctor takes a picture of part of the inside of our body. This is called an X-ray. A dentist can take pictures of our teeth. The pictures tell the dentist whether our teeth are growing the way they should.

Our picture shows a dentist taking an X-ray of a child's teeth. The X-ray machine is used on the outside of our mouth. An X-ray does not hurt.

ASK: Have you ever had an X-ray done of your teeth? Tell us about it.

EXPLAIN: An X-ray machine is one of the tools used by people in a dentist's office. A small mirror is another tool used at a dentist's office. A dentist





and a dentist's helper use a small mirror to look carefully at our teeth. A mirror helps people at the dentist's office look closely at the back side of our teeth.

[Display picture of child having teeth cleaned.]

Usually we get our teeth cleaned when we go to a dentist's office. A special toothbrush is used to clean our teeth. The brush spins fast but it does not hurt. This special brush gets our teeth clean and shiny.



- ASK:**
- Who else cleans our teeth? (we do!)
 - When do we brush our teeth in our classroom?

RECAP: We go to a dentist to make sure our teeth are healthy. A dentist may take an X-ray of our teeth. We can get our teeth cleaned at a dentist's office. We also clean our teeth.

Scaffolding Tips

Extra support ■ Point to specific aspects of pictures when discussing the work of a dentist's office.

- Children may benefit from a brief review of toothbrushing procedures described in Week 11.

Enrichment ■ Display and describe the provided picture of X-ray results. Point out the beginnings of teeth that are growing behind the existing teeth, and describe how they can replace existing teeth that fall out.

- Explain that a person who cleans our teeth is called a dental hygienist.
- Ask children why the dentist and dental hygienist (not shown) are wearing gloves. (to prevent germs from being spread)



Center Activity

Provide available props for dramatic play focused on the work of a dentist's office. Provide materials, such as latex gloves, masks, clipboards, old teeth X-ray films, exam and waiting room, set of plastic teeth, small non-breakable mirror, and other items to promote dentist-related play.

Family Child Care

A local dentist may be able to provide child-friendly educational materials to share with children. Older children in your setting may like to describe their experience in losing a tooth.