



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



Mathematics

Working with Shapes and Counting Things

- Identifying basic shapes and their characteristics (Days 1, 5)
- Practicing making patterns with shapes (Days 2, 5)
- Identifying numerals 1–20 (Days 3, 5) and which of two numerals is the most (Days 4, 5)



Self- Regulation

Paying Attention

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



Social- Emotional

Being Responsible

- Ways we can stay safe at home or somewhere else (Day 2)
- Identifying safe and unsafe situations (Day 3)



Social Studies

Exploring Where We Live

- Making and spending money (Day 4)
- Practicing how to spend pretend money (Day 5)



Creative Expression

Creating Art

- How artists may use different types of lines
 - Straight, curvy, and zigzag lines (Day 1)
 - Thick and thin lines (Day 2)
- How artists can place lines in their art (Day 3)



Physical/ Health

Staying Healthy and Safe

- Identifying different parts of our body (Day 4)
- Identifying the location of our lungs and heart (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 J.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter J 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 J card.]

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

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

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



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

Geometric and spatial knowledge

Children will identify basic shapes and their characteristics.



Key Concepts

Review: Characteristic



Materials Needed

Basket

*Wiggle Worm Shapes game cards—1 shape card per child

*6 Wiggle Worm cards

*Printables provided

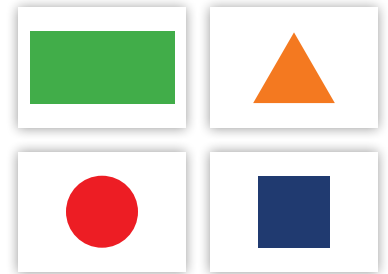
BEGIN: Let's sing the song "This Old Man." Let's hold up our fingers for each number in the song.

[Lead children in singing "This Old Man." Hold up the appropriate number of fingers for each number in the song.]

EXPLAIN: We are learning many things about shapes. Today we will do an activity with shapes called *Wiggle Worm Shapes*.

We will use a basket and shape cards to play our game. Let's look at our shape cards before we play the game.

[Display each kind of shape card (square, triangle, rectangle, circle). Review the name and characteristics of each shape. Remind children that a characteristic is something special about a living thing or a thing that is not living.]



I will place our shape cards in the basket. Each one of us will have a chance to pick a shape card. After we pick a shape card, we can say the name of the shape on the card and some of its characteristics. We can say how many sides our shape has, how many corners our shape has, and if our shape's sides are straight or curved.

In our basket there are also cards with a wiggle worm on them.

[Display wiggle worm card.]

If we pick a wiggle worm card, we will say, "Wiggle worm!" Then we will all stand and wiggle like a worm! Let's try the game!



ACT: [Invite each child, one at a time, to choose a card. Encourage each child to say the name of the shape and a special characteristic of that shape. If the child needs help, encourage him/her to ask a friend to help. If a child chooses a wiggle worm card, encourage all of the children to stand and wiggle like a worm. Then invite the child who chose the wiggle worm card to choose another card. After a child names his/her shape and shares a characteristic, encourage the child to return the shape to the basket and re-sort the shapes. Continue as long as time permits.]

RECAP: Today we did an activity with shapes. Each of us chose a card from a basket and named the shape and a characteristic of the shape. What happened if one of us chose a wiggle worm card? We all wiggled like a

WEEK
35

DAY
1

Working with Shapes *continued*

123
Mathematics

worm! Let's all stand and wiggle like worms while we count to 10. We will need to wiggle 10 times!



Scaffolding Tips

Extra support ■ If children are unsure of the characteristics of the shape they chose, ask questions about the shape. Examples: "How many sides does it have?" "Are the sides straight or curved?"

Enrichment ■ For children who have mastered the four basic shapes, affix other shapes children may know (diamond, star, oval, heart) to colored cards and ask those children to choose a colored card.

123 Center Activity

Supply craft sticks and *large basic shape cutouts. Invite children to make shapes with the craft sticks using the cutouts as a reference.

*Printables provided



Family Child Care

Try a numeral version of the game called *Wiggle Worm Numbers*. Invite children to choose a card with a numeral rather than a shape.

The *Wiggle Worm Shapes* game is described in the following source: Nikki. (2012, May 10). Wiggle worm color and shape circle time large group game [Web log post]. Retrieved from <http://www.nuttinbutpreschool.com/wiggle-worm-color-shape/>



3–5 YEARS

Large Group



Skill and Goal

Concentrate

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



Key Concepts

Review: Patient
Yoga
Pose



Materials Needed

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

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

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

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

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

Let's take a deep breath.

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

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

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

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

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

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

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

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

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

Please keep breathing in slowly and breathing out slowly.

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

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

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

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



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

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

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

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

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

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

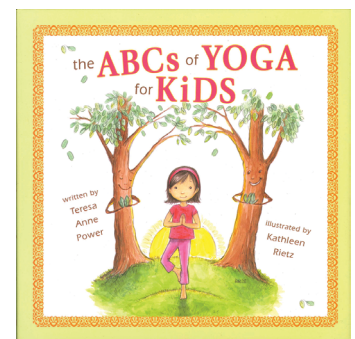
Let's do the yoga poses we learned several weeks ago. We know that a pose is a way of holding our body. Here are the two yoga poses we have done.

ACT: *[Display photos in the book of yoga poses done in Week 29, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.]*

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

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

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



WEEK

35

DAY

1

Paying Attention *continued*



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



Scaffolding Tips

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

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



Center Activity

Place one or two yoga mats in an area of the room, plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1; Week 14, Day 1; Week 23, Day 1; Week 29, Day 1). If you do not have access to yoga mats, use a blanket. Play quiet, peaceful music and invite children to practice the poses.



Family Child Care

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

The deep breathing component of this activity is described in and used with permission from the following source: Saltzman, W., Lester, P., Pynoos, R., Mogil, C., Green, S., Layne, C., & Beardslee, W. (2009). *FOCUS for military families: Individual family resiliency training manual*, 2nd edition (pp. 131). Los Angeles, CA: UCLA Semel Institute for Neuroscience and Human Behavior.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that artists may use different types of lines to create art.



Key Concepts

New: Straight
Curvy
Zigzag



Materials Needed

Chart of straight, curvy, and zigzag lines (see Be Prepared)

*3 pictures as shown

Marker

Tape (See Extra Support tip)



Also Promotes

Physical/Health

*Printables provided

Be Prepared: Create a chart similar to the one pictured below.

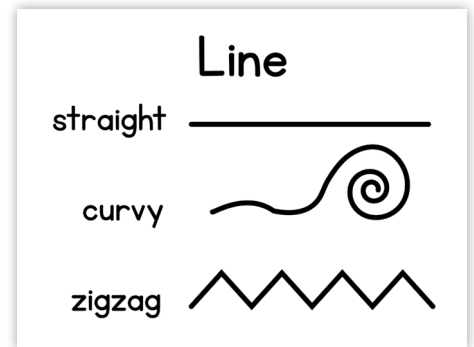
BEGIN: We know that artists use different kinds of things to create art. Some of the things artists use are paint, chalk, pencil, and clay.

ASK: What have you used to create art?

EXPLAIN: Today we are going to learn how lines are used to create art. A line can be made with paint, chalk, a pencil, or with clay.

ACT: [Display chart. Point to and trace with a finger each line as you describe it. Demonstrate how to make each type of line when you ask children to make it in the air.]

Our chart shows different kinds of lines that an artist may use to create art.



A **straight** line does not have any curves, bends, or corners.

Let's pretend we have a paintbrush in our hands and make a straight line in the air.

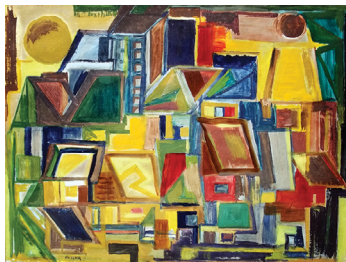
A **curvy** line is rounded.

Let's use our pretend paintbrushes to make a curvy line in the air.

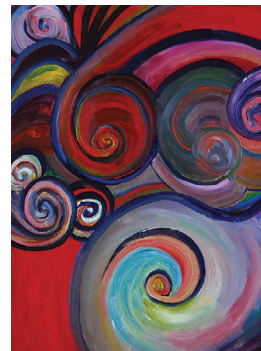
A **zigzag** line has short, sharp turns or corners.

Let's use our pretend paintbrushes to make a zigzag line.

EXPLAIN: [Display three pictures of paintings.]



Raja Segar/wikimedia/(CC BY-SA 3.0)



Rob Lee/flickr/(CC BY-ND 2.0)



Tracy Booth/flickr/(CC BY-ND 2.0)

Creating Art *continued*



Here are pictures of three different paintings. The artists used lines in their paintings. Let's look carefully at each of these paintings to find lines.

ACT: *[Discuss one picture at a time. Invite children to point to lines in the painting. Engage children in a discussion of how lines are used in each painting.]*

ASK: *[After children identify and describe lines in each painting, display the three pictures for ease of comparison and ask questions such as the following:]*

- *What type of line was the easiest for us to find in the paintings?*
- *What type of line was the hardest for us to find in the paintings? Why?*
- *What did each artist create by using lines?*
- *How are the lines different from each other?*

RECAP: Artists may use lines to create art. Today we talked about three different types of lines in pictures of paintings. We found straight lines, curvy lines, and zigzag lines. Have you ever used a line in art you created? How did you use a line?



Scaffolding Tips

Extra support ■ If children need more experience with the three types of lines, invite them to make each of the three lines by briefly walking. You may wish to put tape on the floor to show each line, especially curvy and zigzag lines. ■ Invite children to use a finger to trace the lines on the chart and on the pictured paintings.

Enrichment ■ Children may be ready to learn about squiggly lines. A squiggly line has many curves. Invite children to use a pretend paintbrush to make a squiggly line, and then to find squiggly lines in one of the pictures of paintings used in today's activity.



Center Activity

In the art center, place the chart of lines next to the easel or other painting station. Encourage children to practice painting with the different types of lines.



Family Child Care

Look at different works of art that may be in your setting. Encourage children to describe the lines they see.

Understanding Letters



3–5 YEARS

Large Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the final sounds of familiar words. Children also will understand the name and sound of the letter Y.



Key Concepts

Review: Concentrate



Materials Needed

*Picture cards (see Be Prepared)

Chart paper

*Letter Y card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Use the following picture cards for today's activity:

D – bread, cloud, card F – chef, scarf, giraffe G – rug, flag, frog

M – swim, arm, comb P – lip, mop, sleep G – dog, rug, log

S – juice, clothes, fence S – house, necklace, octopus

Some of the words end with a sound that comes from combining letters (examples: comb, necklace), not a single letter alone. The goal of the activity is to strengthen children's understanding of final sounds of words, not letter sounds only.

BEGIN: We are learning how to concentrate on the sound we hear at the end of a word. We know that we pay close attention to something when we concentrate.

EXPLAIN: [Place picture cards of a scarf, mop, and dog on the floor or table in front of children. Say the name of each picture card as you place it on the floor/table. Emphasize the final sound.]

I am going to say a sound. We will find a picture card that ends with the sound I say. Let's first try one together.

ACT: Let's find a picture card that ends with the sound /f/. Let's say that sound together: /f/.

[Describe for children your thinking as you look for a card that ends with the sound /f/. Example: "I want to find a picture card that has the final sound /f/. /f-f-f/." Choose the picture card of the mop. "This is a mop. /Mo/-/p/-/p/-/p/. No. This picture does not have the ending sound /f/, it has the ending sound /p/." Choose the picture card of the dog. "This is a dog. /Do/-/g/-/g/-/g/. No. This picture does not have the ending sound /f/, it has the ending sound /g/." Choose the picture card of the scarf. "This is a scarf. /Scar/-/f-f-f/. Yes! This picture ends with the /f/ sound. It is a scarf. It has the ending sound /f/."]

Let's together say the word "scarf" and then together say the sound we hear at the end of the word "scarf." Scarf. /f/.

[Collect the picture cards used for your demonstration. Place another set of three cards of your choosing on the table or floor. The cards should have different final sounds. Say the name of each picture card as you put it down. Emphasize the final sound of each card.

Say the final sound of one of the cards. Ask a child to find a picture card that ends with the sound you say. Provide assistance as needed. After the child finds the card, ask the child to say the name of the picture card and the sound he/she hears at the end of the word. Ask the child to place the picture card in front of him/her until the end of the activity. If the child has difficulty, provide support by repeating the final sound and the names of the pictures while emphasizing the final sound. You can also ask whether

the picture ends with the sound after naming each picture. Example: "We're looking for a picture that ends with the sound /g/. Here are pictures of a rug, a mop, and a comb. Which one ends with the sound /g/?" If the child does not respond, say "This is a picture of a mop. /p/. Does it end with the sound /g/?"

Repeat the above procedure until each child has a turn. Be sure to set out a different set of three cards for each turn, and to say the name of each card as you put it down, emphasizing the final sound.

After all children have had a turn, say one of the final sounds included in the activity. Ask children to hold up their card if the name of their picture card ends with the final sound you say. Repeat for each of the final sounds included in the activity: /d/, /m/, /f/, /p/, /g/, and /s/.]

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

[Display letter Y card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase Y.

We can also write the letter Y like this.

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

This is a lowercase y.

We are learning how to calm our mind and relax our body by doing yoga. Remember, yoga is a way for us to concentrate on our breathing while stretching our bodies into different poses.

The word "yoga" begins with the letter y. I will write the word "yoga" on our chart. I am going to write "yoga" with a lowercase (small letter) y.

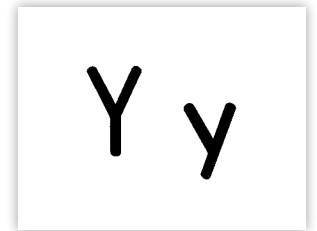
[Say each letter as you write the word. Emphasize y.]

Let's all say the word "yoga."

[Invite a volunteer child to point to the letter y in the word "yoga."]

Let's look at the very first letter of our name. Pop up if you have the letter Y 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 Y at the beginning of their name. If there are children whose name begins with





the letter Y who do not stand, point to the letter Y on their name card. Compare the letter Y in their name as you hold the letter Y card next to their name card.

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

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

RECAP: Today we listened carefully to the ending sounds of words. We found the picture card that had the ending sound I was saying.

We also learned about the letter Y. What word begins with the letter y? (yoga)



Scaffolding Tips

Extra support ■ If children need assistance in identifying the picture on the card that ends in the sound that you say, focus on only two pictures—the correct one and the picture card with the same beginning sound. ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: fan; clap when you say the /n/ sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to name the picture on the card and then to identify the final sound (not letter). ■ Some children may be interested in your demonstrating and describing how to make a lowercase y. Example: “A lowercase y is made with one small slanted line and then a longer slanted line.”



Center Activity

Provide *picture cards used in today’s activity. Encourage children to say the final sound of each word and sort the cards by final sound.

*Printables provided



Family Child Care

Gather the following toy items and place them in a basket: bug, doll, flower, cat, duck, car, egg, hat, bell, bear, elephants, magnet, rabbit, pan, pig, rug, feather, book, mouse, horse. Invite children to sort the items by final sounds.

WEEK
35

DAY
2

Making Patterns



3–5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will make patterns with basic shapes.



Key Concepts

Review: Pattern



Materials Needed

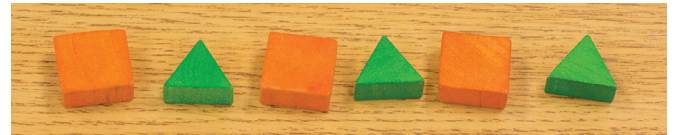
Square and triangle shapes (pattern blocks)—6–10 per pair of children

BEGIN: Today we will use shapes to make patterns. Remember, a pattern is something that repeats itself. We will work with a partner to create shape patterns.

[Arrange children in pairs. Give each pair of children 6–10 pattern blocks.]

EXPLAIN: Let's think of a simple pattern we can make. We know that a simple pattern uses two things that repeat themselves.

ACT: [Encourage children to think of an ABAB pattern. Encourage children to say



the pattern out loud and to point to each shape as they say it. Example: square, triangle, square, triangle.]

EXPLAIN: Now we can think of other kinds of patterns we can make with our partner. We should talk with our partner about the kinds of patterns we would like to make. When we finish the pattern, we can say it out loud together as we point to the shapes.

ACT: [Invite children to work together to create patterns. Examples: AABAAB, ABBABB. Help, if necessary. Continue the activity as time permits.]

RECAP: Today we practiced making patterns with shapes. We worked together with a partner to make our patterns.

Scaffolding Tips

Extra support ■ If children need assistance with making a pattern, say the pattern out loud with them. Listening to the pattern may help children understand what comes next.

Enrichment ■ Pair children who have mastered more difficult patterns. Encourage them to make a pattern with three or four kinds of shapes.

123 Center Activity

Provide yarn and various colored beads. Invite children to make a pattern bracelet with the beads.

WEEK

35

Making Patterns *continued*

123
Mathematics

DAY

2



Family Child Care

School-age children may wish to make patterns with other kinds of pattern blocks. Examples: diamonds, trapezoids, hexagons.



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will understand ways to stay safe at home or somewhere else.



Key Concepts

Review: Safe
Rule
Law
Emergency



Materials Needed

Be Careful and Stay Safe
by Cheri Meiners



Also Promotes

Language/Literacy
Physical/Health
Social-Emotional

BEGIN: We have learned many things about ways to stay safe. We know that safe means we do not get hurt or sick or get into danger.

EXPLAIN: We have talked about how to say safe in our classroom or center. We know that we have rules that keep us safe. Remember, a rule tells us how to behave.

ASK: What is one rule that helps us stay safe in our classroom or center? (use walking feet, do not throw toys, etc.)

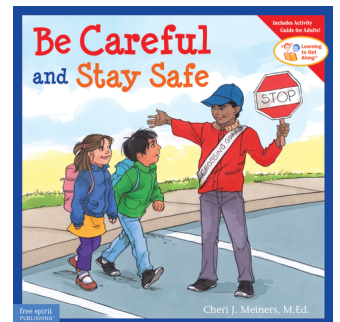
EXPLAIN: We also know that there are some rules called laws. Remember, a law is a rule made by people in charge of our community or country. Laws are made to keep people safe and to help us treat people fairly.

ASK: What is one law that we follow when we ride in a car or truck? (wear our seatbelt)

EXPLAIN: We have also learned how to stay safe when there is an emergency. We know that an emergency is a dangerous situation that needs action right away.

ASK: How do we stay safe in our classroom if there is an emergency? (use our listening ears to listen to what an adult tells us to do)

EXPLAIN: [Display book cover.]



Today we are going to read a book that can help us learn more ways to stay safe at home or somewhere else. The book is called *Be Careful and Stay Safe*. It was written by Cheri Meiners.

ACT: [After reading the book, review important safety steps illustrated on the pages listed below:]

- p. 1: How is the girl staying safe on her bicycle? (wearing a helmet)
- p. 6: How are the children staying safe at the table? (staying away from the candles)
- p. 10: How are the boys staying safe in the mall? (staying close to an adult they know)
- p. 19: How can we stay safe if we want to play with children we don't know? (don't talk to strangers unless we are with a grown-up we trust)
- p. 21: How can we stay safe if a stranger tries to talk to us? (ignore the person and walk away)



- p. 23: What can we do if a person does something that doesn't seem safe or right? (say no, get away to a safe place, tell someone we trust)

RECAP: Today we read a book and talked about many ways we can stay safe at home or somewhere else. What is one way we can stay safe at the park? (stay with an adult, don't talk to strangers, ask for help if we need it)

Scaffolding Tips

Extra support ■ Give examples of things you've seen parents do to promote safety at your center. Example: holding a child's hand when entering or leaving the center.

Enrichment ■ Invite children to think of community helpers who help us stay safe. Examples: police officers, firefighters. ■ How might people feel when they think they are not safe? (scared)

Center Activity

Provide the book used in today's activity and puppets. Invite children to use the puppets to tell how they would stay safe as they look at the pictures. Encourage one child to take on an adult role with the puppet and offer suggestions of how to stay safe in different situations. For example, invite one child to be an adult cooking a meal. Encourage the child cooking to remind the other children that the stove is hot and should not be touched.

Family Child Care

Encourage children and their families to think of ways they stay safe at home. Invite families to make a list that children can share with others in your setting.

3–5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that artists may use thick and thin lines to create art.



Key Concepts

New: Thick
Thin

Review: Width



Materials Needed

*1 picture as shown

Chart from Day 1 (see Be Prepared)

Pencils

Thick markers

Thin markers

Thick paintbrushes

Thin paintbrushes

Paint

Paper—1 per child



Also Promotes

Physical/Health

*Printables provided

Be Prepared: The activity plan suggests you add thick and thin lines and words to yesterday's chart during the activity. This enables children to watch you make the lines and write two words. An alternative is to add the lines and words to the chart in advance of the activity and cover them up during the opening segment, which is a review of lines introduced yesterday.

The activity invites children to make thick and thin lines with different materials. Two possible arrangements are: (1) create three stations with one material in each station and invite children to rotate through the stations, or (2) arrange children into small groups and provide all materials to each small group.

BEGIN: This week we are learning how artists can use lines to create their art. Yesterday we learned about some different types of lines and found some lines in pictures of paintings.

[Display Day 1 chart and point to and trace each line as you review it.]

We learned about straight lines, curvy lines, and zigzag lines in art.

ACT: Let's use our finger to pretend to draw each of the lines in the air. First we will make a straight line. Then a curvy line. And then a zigzag line.

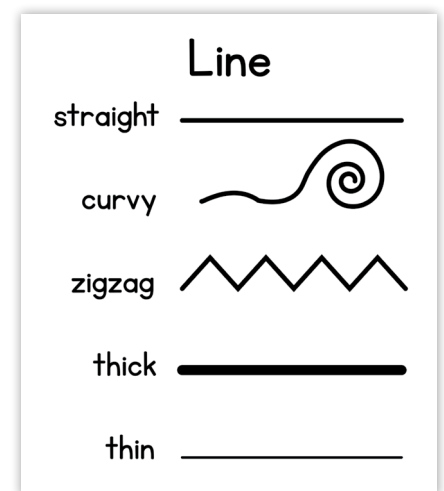
[Demonstrate and describe each line as you encourage children to join you in drawing it in the air. A curvy line is rounded. A zigzag line has short, sharp turns or corners.]

EXPLAIN: We are going to talk about thick lines and thin lines today. A **thick** line has a wide amount of space from one side to its other side. A **thin** line has a narrow amount of space from one side to its other side.

I am going to draw a thick straight line on our chart. I will write the word "thick" next to the line. Then I am going to draw a thin straight line on our chart. I will write the word "thin" next to the line.

ACT: *[Draw and describe a thick straight line. Emphasize its width in your description. Make the thick line about the same length as the other straight line on the chart so children focus on its width and not its length. Next to the thick line write the word thick. Say the names of the letters as you write each.*

Repeat the above process with a thin line.]





ASK: *[Point to and say the name of each thick and thin line as you ask the following questions:]*

- Which line is wider, the thin line or the thick line? (thick)
- I drew a straight thick line and a straight thin line. Could we draw a curvy thick line? (yes) Could we draw a curvy thin line? (yes)

EXPLAIN: We can draw any type of line so it is thick or thin. Any of the lines we talked about yesterday could be thick or thin. We know that the width of something means how wide or narrow it is. A thick line is wider than a thin line.

[Point to and describe the width of thick and thin lines you drew on the chart.]

ACT: *[Display picture of painting used on Day 1 to look at zigzag lines.]*

We looked for zigzag lines in the picture of this painting yesterday.

Are there thick and thin lines in this painting?

[Invite several volunteer children to point to thick and thin lines for all children to see. Help children identify each line they point to as thick or thin.]



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EXPLAIN: We are going to practice making thick and thin lines. We can use different types of artist tools to make thick and thin lines. We can practice making thick and thin straight lines or curvy lines or zigzag lines or any other type of line we want to make. What's important today is to focus on making thick and thin lines.

ACT: *[Invite children to practice making thick and thin lines. Positively acknowledge children's attempts. Offer demonstrations, if appropriate.]*

RECAP: Today we learned that artists can use thick or thin lines to create art. We practiced making thick and thin lines with different artist tools. Let's look at the lines we made.

[If time permits, invite several children to point to thin and thick lines they made and describe how they are different.]



Scaffolding Tips

Extra support ■ Provide thick and thin strips of paper for children to hold and compare. ■ When you point to and describe thick and thin lines, emphasize the two lines you drew are about the same length as the straight line discussed yesterday. What's different is the width of the two lines. (Width was introduced in Math Week 24, Day 1.)

Enrichment ■ Invite children to think about and discuss what sorts of tools make thick lines and what tools make thin lines. ■ If children were introduced to squiggly lines yesterday (Enrichment tip), invite them to make thick squiggly lines and thin squiggly lines.



Center Activity

In the art center, place the line chart and the artist tools used in today's activity. Encourage children to practice making different types of thick and thin lines.



Family Child Care

Using colored water and various sizes of paintbrushes, invite children to paint various lines on a sidewalk.

WEEK
35

DAY
3

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter Y 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 Y card.]

What is the name of this letter?

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

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

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/Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of numerals 1–20.



Key Concepts

Review: Number
After



Materials Needed

Click, Clack, Splish, Splash: A Counting Adventure by Doreen Cronin and Betsy Lewin

Large paper

Marker

*Large numeral cards
1–20



Also Promotes

Language/Literacy

*Printables provided

Be Prepared: The activity plan has two segments: a counting book and a review of two-digit numerals. You may wish to offer the segments separately. Use of a small group will help children see smaller images in book illustrations and focus on the two-digit numerals.

BEGIN: We know a lot about numbers. We know that a number tells us how many.

EXPLAIN: Today we are going to read a book that will help us practice counting. It is a silly story. The book tells about farm animals and fish that take a trip to a lake while their farmer is taking a nap!

[Display book cover.]

Our book is called *Click, Clack, Splish, Splash: A Counting Adventure*. Our book was written by Doreen Cronin. It was illustrated by Betsy Lewin.

ASK: What do we see on the cover of our book?

[Support children in identifying the duck, fish, and bucket. Children may show interest in the fish tail that is partially visible at the top of the bucket.]

ACT: [Read the book, using your own words to expand on the text and help children comprehend the story. The following may be especially helpful to children:

- Point out the tank full of fish on the page with the napping farmer.
- Point to and say the numeral shown on each page. Lead children in counting the number of corresponding items on each page, such as one farmer, three buckets, seven pigs. Point to each item as you count with children. (Individual mice and sheep may be especially difficult for children to see without your pointing.)
- Point out the typewriter on the page with five cows typing a note. Draw attention to the note (*Gone Fishing*) on the page that shows nine mice putting the note on a door.
- Ask children what they think is in the buckets being carried by the pigs.
- Point out that we are counting backwards when the fish are put into the lake.
- On the last page, emphasize the farmer is looking at his empty fish tank. The farm animals took the fish to the lake while he was taking a nap. Where are the fish now? (in the lake)]



EXPLAIN: I am going to write the numbers 11, 12, 13, 14, and 15 on our paper.

ASK: What is similar about each of these numbers? (they each have two numbers together, they each begin with number one)

EXPLAIN: These numbers all begin with the number one. They are also each made up of two numbers.

[Display large numeral cards 1–20 in order.]

The last number I wrote on our paper is number 15.

[Point to the large numeral card 15.]

Let's count to 15 on the number cards.

[Lead children in counting to 15 as you point to each numeral card.]

ASK: We know that after means something happens (or comes) later than something else. What number comes after the number 15? It is the number 16!

EXPLAIN: *[Point to the large numeral card 16.]*

Let's count to 16 on the number cards.

[Lead children in counting to 16 as you point to each numeral card.]

ASK:

- What two numbers do we see in the number 16? (one, six)
- What number comes after the number 16? It is the number 17!

[Point to the large numeral card 17.]

EXPLAIN: Let's count to 17 on the number cards.

[Lead children in counting to 17 as you point to each numeral card.]

ASK: What two numbers do we see in the number 17? (one, seven)

[Continue the above procedure until you get to numeral 20. Point to each large numeral card as it is discussed.]

RECAP: Today we learned more about numbers. We read a book about farm animals that took fish to a lake while their farmer took a nap! We counted everything that was in our story. We even counted backwards! We also talked about numbers all the way to number 20.



Scaffolding Tips

Extra support ■ Explain that “go to shore” means going to a lake. ■ Draw attention to the overturned buckets on the page showing fish being put in the lake. ■ It may be helpful to discuss the gathering of animals and items in the boat (shown on the back cover of the book and in an illustration in the book) as a summary of the story and its characters. ■ In the activity plan’s segment on two-digit numerals, point to and say each of the numerals in the larger numerals.

Enrichment ■ Invite children to say “click, clack” and “splish, splash” with you. Emphasize how the beginning sounds are the same in each pair of words. ■ In the activity plan’s segment on two-digit numerals, invite children to think about what numeral comes after numeral 20. What might the numeral look like?

123 Center Activity

Provide a basket of small blocks and *small numeral cards 1–20. Invite children to choose a card and then build something with the same number of blocks.

*Printables provided



Family Child Care

Practice identifying larger numerals (up to 20) throughout the day. Example: Invite a child to count the number of Legos® in his/her pile. Then write the numeral to help connect the numeral name to how the numeral is written.



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will identify characteristics of safe and unsafe situations.



Key Concepts

Review: Safe



Materials Needed

- *5 pictures as shown
- Be Careful and Stay Safe* by Cheri Meiners (see Extra Support tip)
- *Printables provided

BEGIN: [Display book cover.]

Yesterday we read a book called *Be Careful and Stay Safe*. What is one thing we can do to stay safe at home or somewhere else?

EXPLAIN: Today we are going to talk about some pictures of children in different situations. Some of the situations are safe. Other situations are not safe. Remember, safe means we do not get hurt or sick or get into danger.

[Display a "thumbs up."]

This is a "thumbs up." We learned that giving a "thumbs up" is a way to give someone a compliment.

Today we will use a "thumbs up" when we see a picture of a child doing something that is safe.

[Display a "thumbs down."]

This is a "thumbs down." A "thumbs down" is a way to say we don't like something.

Today we will use a "thumbs down" when we see a picture of a child doing something that is not safe.

ACT: [Display each picture, one at a time. Encourage children to give the picture a "thumbs up" or a "thumbs down." Engage children in a discussion of how the pictured child is doing something that is safe or not safe:

- If safe: What helps keep the child(ren) safe in this situation? (car seat, helmet)
- If unsafe: What might happen to the child(ren)? (could get hurt) What should be done to help keep the child(ren) safe? (wear a helmet when riding a bike, walk on the side of the road with an adult, sit in a shopping cart)]

RECAP: Today we looked at pictures of children in some situations that were safe and in some situations that were not safe. Have you ever seen a child in a situation like one we talked about today? Tell us about it.

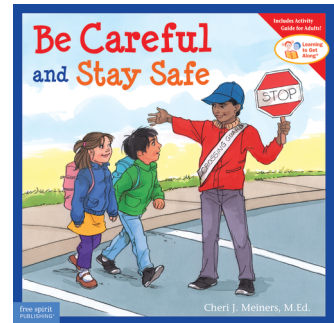




Scaffolding Tips

Extra support ■ Display and discuss selected illustrations in the *Be Careful and Stay Safe* book to help children strengthen their understanding of safe and not safe situations, if necessary.

Enrichment ■ Encourage children to think of ways to stay safe that were not shown in the book or pictures. Include rules at home and in the community focused on safety.



Center Activity

Provide *pictures used in today's activity. Invite children to sort the pictures into "safe" and "not safe" piles.

*Printables provided



Family Child Care

Remind children that a law is a rule made by people in charge of our community or country. Laws are made to keep people safe and to help us to treat people fairly. Encourage children to think of laws that help keep them safe in their community. Examples: cars stop at stop signs so we can cross the street, we throw away trash so people do not get sick.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand different placements of lines in art (horizontal, vertical, diagonal).



Key Concepts

New: Up
Down

Review: Imagination
Diagonal



Materials Needed

Chart from Day 2

*2 pictures as shown

Marker

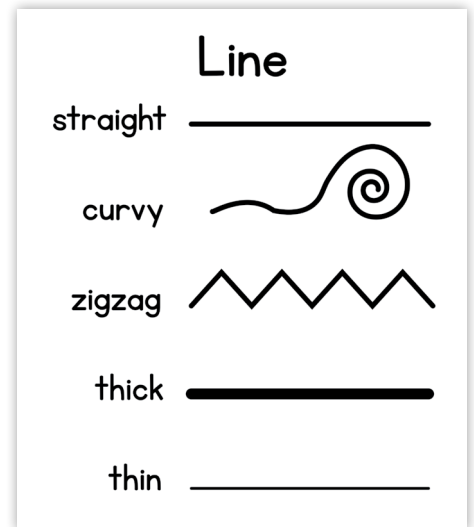
*Printables provided

BEGIN: [Display chart and point to the different types of lines as you describe each, especially in the question below.]

We are learning how artists may use lines to create their art. We have made straight lines, curvy lines, and zigzag lines. Yesterday we made thick lines and thin lines.

ASK: Is a thin line wider than a thick line? (no, a thin line is narrower than a thick line)

EXPLAIN: Today we are going to look at how lines can be placed in different ways in art. When we place something, we put it somewhere.



One way a line may be placed (put) is up and down. **Up** goes toward the sky or ceiling. **Down** goes toward the ground or floor. We can place (put) a line that goes up and down by starting at the bottom and moving up. Or we can place (put) a line that goes up and down by starting at the top and moving down.

Please watch me put lines that go up and down on my paper. I'm going to put a dot on the paper to show where to start my line.

[Place a dot at the top of your chart paper and move your marker in a straight line down. Describe your action. Then place a dot at the bottom of your chart paper and move your marker up. Describe your action. Emphasize each line's vertical placement with the words "up and down."]

ACT: Let's pretend we are using a paintbrush to create lines that go up and down. We will use our imaginations. We think of new or pretend things when we use our imagination.

[Invite children to make vertical (up-and-down) lines in the air with their hand. Start a line at the bottom, moving up. Start a line at the top, moving down. Demonstrate and describe the process.]

EXPLAIN: We can also place (put) a line from side to side. Please watch me make lines that go from side to side. I'm going to put a dot on the paper to show where to start my line.

[Draw a start dot on one side of your chart paper and move your marker in a straight line to the other side. Describe your action. Then place a dot at



the other side of your paper and move your marker to the opposite side. Describe your action. Emphasize each line's horizontal placement with the words "side to side."]

ACT: Let's use our imaginations again to pretend we are putting a line from side to side in our art creation.

[Invite children to make several horizontal (side-to-side) lines in the air with their hand. Start each line on a different side. Demonstrate and describe the process.]

EXPLAIN: There is another way we can put a line in our art. We can place a line as a diagonal. Remember, a diagonal line is a straight line that goes from corner to corner. We used a diagonal line when we made triangles from a square. I'm going to put a dot in one corner of the paper to show where to start my line.

[Draw a start dot at one corner of your paper and move your marker diagonally to the opposite corner.]

ACT: Let's pretend we are putting a diagonal line in our art.

[Invite children to make several diagonal lines in the air with their hand. Start each line in a different corner. Demonstrate and describe the process.]

ASK: We placed a straight line in three different places in our pretend work of art. We placed a line up and down, side to side, and in a diagonal.

- Could we put a curvy line from side to side in our art? (yes)
- Could we put a zigzag line up and down in our art? (yes)

[Demonstrate and describe each of the above options.]

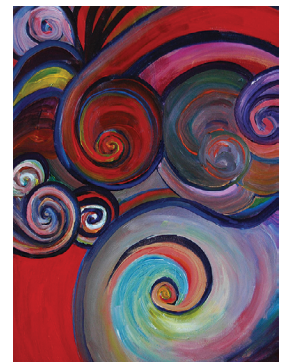
ACT: Let's find out how lines are placed in two of the paintings we have looked at this week.

[Display the two pictures of paintings, one at a time, and encourage children to find and describe line placements. Use questions, such as the following, to guide discussion:]

- Where did the artist place lines in this painting? (up and down, side to side, diagonal)
- What did the artist make with the lines?



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Rob Lee/flickr/(CC BY-ND 2.0)



[Follow-up prompts, if needed: "What is the painting about?" "How do the lines help show something?"]

RECAP: Today we talked about how artists can place lines in their art. We can put lines up and down, side to side, and in a diagonal in our own art.



Scaffolding Tips

Extra support ■ If children seem unclear about line placement, make a green dot for the start of the line and a red dot for where the line stops in your demonstrations. ■ In the discussion of diagonal lines, remind children that we made two triangles from a square by cutting along the diagonal line of the square (Math Week 9, Day 2). ■ In the discussion of lines in the two pictures of paintings, invite several volunteer children to trace and describe some of the lines.

Enrichment ■ Encourage children to think about different line combinations, such as a thick, curvy line placed diagonally, or a thin zigzag line placed from side to side. ■ Children may be ready to learn the words horizontal and vertical. A horizontal line goes from side to side. A vertical line goes up and down.



Center Activity

In the art center, place the line chart, the lines you made today on chart paper, and artist tools. Encourage children to make lines by combining different characteristics: straight, curvy, zigzag; thick and thin; up and down, side to side, and diagonal.



Family Child Care

Provide watercolor paints or sidewalk chalk for children to practice drawing/painting lines. You may also want to play a modified *Simon Says* game with children that involves giving suggestions, such as "Simon Says paint a diagonal line."



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 Y.



Key Concepts

Review: Yoga



Materials Needed

- *Picture cards (see Be Prepared)
- *Letter cards B, L, N, R, and T
- *Letter Y card
- *4 letter Y 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: Use the following picture cards for today's activity:

B – crab, bib, cub L – owl, pool, hill N – wagon, train, yarn
R – flower, pear, jar T – yogurt, quilt, rabbit

BEGIN: We are learning to pay attention to the sound we hear at the end of a word. We know it is important to say the parts of a word slowly, so we can hear the sound at the end of a word.

EXPLAIN: [Place letter cards B, L, N, R, and T on the floor or table in front of children.]

B b

L l

N n

R r

T t

Let's practice paying attention to sounds at the end of some words. Each of us will get a picture card. Each picture card ends with one of these sounds: /b/, /l/, /n/, /r/, or /t/.

[Point to each letter as you say its sound. Encourage children to repeat the letter sound after you say the sound.]

We will figure out the sound at the end of the word on our picture card. Then we will place our picture card on the letter that makes the sound we hear at the end of the word. Let's first do one together.

ACT: [Clearly say the two parts of the word—body and coda—when you ask children to say the sound they hear at the end of a word. Pause briefly between the two parts. Display the picture card “cub.”]

This is a picture of a “cub.” A **cub** is a baby animal. We need to concentrate on the word “cub.” Listen carefully to the sound we hear at the end of the word “cub.” Cu-b.

What sound do we hear at the end of the word “cu-b”? (/b/)

Which letter makes the /b/ sound?

I will place the picture of a cubu on the letter B because the letter B makes the /b/ sound. We hear the /b/ sound at the end of the word “cu-b.”

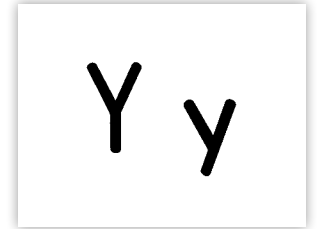
Now we will each try to figure out the sound at the end of the word shown on our picture card.

[Give each child a picture card. Say the name of his/her picture card as you give it to him/her. Example: “This is a picture of a cra-b.” One at a time, ask children to say the name of the picture card as they enunciate the body and coda. Then encourage children to enunciate the final sound. Invite children to place their card on the appropriate letter card. Continue until all children have had a turn.]

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

[Display letter Y card.]

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



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

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

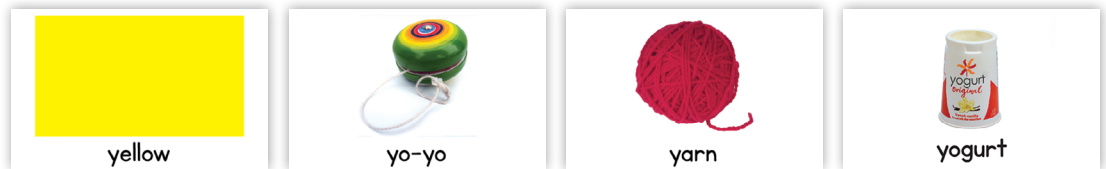
Pop up if you have the letter y somewhere else in your name (not at beginning).

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

ASK: What is our word that begins with the letter Y? (yoga)

ACT: The letter Y says /y/, just like at the beginning of the word "yoga." /y/, /y/, yoga. Let's say that together: /y/, /y/, yoga.

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



[Hold up one picture card and invite children to identify the item in each 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 yogurt. The letter y 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 Y and write them on our chart. Remember, the letter Y says /y/, /y/.

[Help children by suggesting other words that begin with y. Examples: yes, you, yawn, yum.]

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

We use three lines to make an uppercase Y. We begin by making two small slanted lines and then a straight line down.

[Give each child his/her letter journal.]

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

RECAP: Today we played a game with picture cards. Each of us figured out the ending sound in the name of our picture card and then placed our picture card on the letter card that makes the same sound.

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



Scaffolding Tips

Extra support ■ If children are unsure of the final sound of a picture card, say the name of the picture card 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 fence. /fen/-/s-s-s/. Let’s say the word together: fence.” ■ If children need additional support in determining the final sound of a word, clap as you say the final sound. Example: cat; clap when you say the /t/ sound.

Enrichment ■ Invite children to think of another word that ends with the same sound as their picture card.



Center Activity

Provide *picture cards and *letter cards used in today’s activity. Encourage children to sort the picture cards by final sound and place them with the corresponding letter card.

*Printables provided



Family Child Care

Say each child’s name, one at a time, and ask children to determine the beginning and final sound of each name. Example: The name Bill would have a beginning sound of /b/ and a final sound of /l/. School-age children may enjoy determining vowel sounds they hear in a word. Example: The word “pig” contains the short i sound.

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will recognize numerals 1–20, and identify which of two numerals is the most.



Key Concepts

Review: Number



Materials Needed

Beach ball with numerals 1–20 (see Be Prepared)

*2 sets of large numeral cards 1–20

*Printables provided



Optional Reading

So Many Bunnies by Rick Walton

Be Prepared: On a beach ball, write numerals 1–20 in random order. See picture in activity plan.

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

Today we will learn more about numbers. Remember, a number tells us how many. Let's look at some numbers on our cards.

[*Display large numeral cards 1–20 in sequence. Point to and say each numeral.*]

EXPLAIN: We are going to play a game with a beach ball with numbers on it.

[*Display beach ball.*]

Let's look at some of the numbers that are on our beach ball.

[*Point to and name several numerals on the beach ball.*]



We will gently toss the beach ball to each other as we play our game.

When we catch the beach ball, we will say the numbers that are under each of our hands. If we aren't sure of the names of the numbers, we can ask our neighbor or use our number cards to help.

Then we will say which of the two numbers is the most.

I will show you how to do it.

[*Demonstrate by gently tossing the beach ball up and catching it. Show children the numeral under each hand. Say both numeral names out loud. Then say the numeral that is the most.*]

Now I am going to gently toss the beach ball to someone else. If you catch it, please say the number under each of your hands. Then please say the number that is the most.

ACT: [*Encourage children to gently toss the beach ball to another child after they have named both numerals and said which numeral was the most. Continue the game, making sure all children have a turn.*]

RECAP: Today we played a number game with a beach ball. When we caught the beach ball, we said the number under each hand. Then we said the number that was the most. Let's gently toss the beach ball around the circle as we count to 20. Each time someone catches the ball, we will say a number as we count!



Scaffolding Tips

Extra support ■ If children have not mastered larger numerals, invite them to point to two numerals they know on the beach ball and say the numeral names.

Enrichment ■ Each time a child names a numeral, ask if they know the numeral that is one more or one less than that numeral.

123 Center Activity

Play *Number Bowling*. On each of 10 cups, write a numeral 11–20. As children knock down cups with a soft ball, encourage them to name the numbered cups they knocked down.



Family Child Care

School-age children may wish to try a more challenging version of the activity. Encourage the child who catches the beach ball to add or subtract the two numbers under his/her hands.



3–5 YEARS

Large/Small Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand the concept of making and spending money.



Key Concepts

New: Coin
Spend
Consumers



Materials Needed

5–10 play coins and bills of any denomination

Ox-Cart Man by Donald Hall



Also Promotes

Mathematics

BEGIN: [Display some play coins and bills.]

What are these? (coins, dollars, money)

EXPLAIN: These are coins and paper money. A **coin** is a small round piece of metal money. Paper money comes in different amounts. There are one dollar bills, five dollar bills, ten dollar bills, and bills for larger amounts of money.

- ASK:**
- Have you ever used coins or dollar bills to buy something or watched someone use money to buy something?
 - What happened?

[Encourage children to discuss their experiences with coins.]

EXPLAIN: People use money to buy things they need or want. They buy food to eat at a store or restaurant, they buy clothes to wear, and people pay for a place to live in. These are ways that people can spend money. We **spend** money to get things we need or want. We give money and we get something we need or want.

People who buy things are sometimes called **consumers**. Their name does not change. Mr. Williams is not called Mr. Consumer when he buys something. He is still Mr. Williams. When Mr. Williams buys food and clothes and other things, he is also a consumer.

- ASK:** How do people get money? (work, a gift from someone)

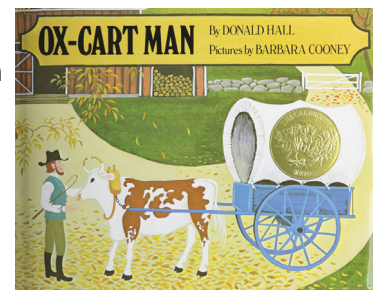
EXPLAIN: Today we are going to read a book about a family that lived long ago. Our book will tell us how the family made money and how the family used the money it made.

[Display book cover.]

Our book is called *Ox-Cart Man*. It is written by Donald Hall and illustrated by Barbara Cooney.

ACT: [After reading the book, ask questions, such as the following, to strengthen children's understanding:]

- How did each family member help make things the man took to market?
- What did the man do with the coins he got for selling the things he took to market? (bought a kettle, needle, knife, and candy; and put the rest in his pocket)
- What do you think the man did with the coins he had left in his





pocket? (some ideas: bought food, clothing, and other things the family needed to live)

- What did the family do during winter and spring? (made more things to sell, grew more food to sell)

RECAP: The pioneer family in our story today worked hard to make things to sell at the market. The money they made at the market helped them to buy the things they needed to live. We are a consumer when we buy things.



Scaffolding Tips

Extra support: ■ If children seem confused about Mr. Williams also being a consumer, it might be helpful to explain that when we swim, we are a swimmer. Or when we sing, we are a singer. Our name does not change when we are also a swimmer or a singer.

Enrichment: ■ As you read through the book and discuss the items the family made to sell, ask children to think about where their family gets the same items. Do they make them or buy them from a store? ■ Explain that a consumer can also buy services. Someone who fixes a car or mows a lawn is providing a service. We can buy both goods and services at some places. A restaurant serves food (a good) and can also bring the food to our table (a service). ■ Explain that people sometimes use a plastic card or a piece of paper called a check to buy things. The plastic card and a check are types of money.



Center Activity

Supply various kinds of play coins and paper money. Encourage children to sort the money by type, size, or color. Invite children to count the number of coins or bills in each group.



Family Child Care

Invite children to help you make a list of things you have purchased in your home and things you have made. Ask children the following questions: "Which side of the list has more items?" "How is this different than a pioneer family?"

WEEK
35

DAY
4

Staying Healthy and Safe



3–5 YEARS

Large/Small Group



Skill and Goal

Good health practices

Children will identify parts of their body.



Key Concepts

New: Stomach

Review: Lungs
Heart
Marching



Materials Needed

None



Also Promotes:

Science

BEGIN: Who remembers the song “Head, Shoulders, Knees and Toes”? Let’s sing the song together!

ACT: [Say or sing “Head, Shoulders, Knees and Toes.” Lead children in touching each body part as you say or sing the song.]

ASK: What did we do with our hands when we sang our song? (touched different parts of our body)

EXPLAIN: Each part of our body has a name. Our bodies have many parts. Today we will play a body part game.

I will touch a body part and say its name. Then we can all touch the same part on our body and say its name. Let’s first think about body parts on the top part of our body.

[Use your hands to indicate the top part of your body. Begin at your waist and move your hands upward.]

ACT: [Touch each body part on your own body as you discuss it. Encourage children to touch the same body part on their own body and say its name.]

- The first body part we talked about in our song was our head. We do many things with our head. Let’s move it from side to side.
- Our eyes are part of our head. What do we do with our eyes? (see)
- Our mouth is also part of our head. What do we do with our mouth? (eat, taste, breathe, talk) What part of our body do we use to chew the food we put in our mouth? (teeth)
- The food we chew with our mouth goes to our **stomach**. Our stomach is inside our body. We cannot touch or see our stomach. But we can point to the area of our body where our stomach is located inside us. Sometimes we call this our belly!

[Encourage children to point to general location of their stomach.]

Have you ever eaten so much food that your stomach felt full?

Our mouth also tells us when we are thirsty. Where does water and other things we drink go? (stomach)

- Our nose is part of our head. What do we do with our nose? (smell, breathe) We breathe with our nose and mouth. We use our lungs when we breathe. We have two lungs inside our body. We cannot see or touch our lungs. We know that our lungs move the air we breathe into the blood that flows through our body.

Let’s take a deep breath through our nose so our lungs fill with air.

- We touched our shoulders when we sang our song. Let’s move our shoulders up and down.



- We use our arms, hands, and fingers to do many things. What is something we can do with our arms, hands, and fingers? (throw, catch, pick up things, hold and move a crayon or pencil, etc.) Let's pretend we are drawing or writing with our hand.

Now let's think of some body parts on the bottom part of our body.

[Use your hands to indicate the bottom part of your body. Begin at your waist and move your hands downward.]

- Our biggest body parts are at the bottom of our body. They help us run, jump, and walk. What could they be? (legs)

Let's run in place using our legs. When we run our heart beats very fast. We know that our heart pumps blood to different parts of our body.

Can we see or touch our heart?

- When we sang our song we touched our knees. How do our knees help us when we march? Remember, marching is like walking but our knees are raised much higher and our arms swing back and forth. Let's march in place as we watch our knees bend.
- Our feet and toes are at the very bottom of our body. We could not use our legs to run, jump, or walk without our feet and toes. We touched our toes in our song. Let's wiggle our toes. Now let's move one foot back and forth.

We use our legs, knees, feet, and toes when we do many things. Let's use our legs, knees, feet, and toes by jumping!

RECAP: Today we talked about some different parts of our body. We cannot see or touch some parts of our body. Our body parts help us do many things!

Scaffolding Tips

Extra support ■ Pause when you invite children to point to a body part. Draw attention to what you or children are pointing to. Some children may need time to locate and point to a specified part.

■ If it seems that some children would benefit from a review of the function of the heart, discuss information in Physical/Health Week 12, Day 4.

Enrichment ■ Encourage children to point to and say body parts not discussed in this session.

Examples: wrist, ankle, elbow, back. ■ Some children may be interested in how food gets from our mouth to our stomach. Explain that things we eat and drink go into our mouths and then down a tube to our stomach. This tube is called the esophagus.

WEEK

35

DAY

4

Staying Healthy and Safe *continued*



Center Activity

Encourage children to continue singing/saying "Head, Shoulders, Knees and Toes." Invite children to change the song as they add different body parts. Example: Eyes, arms, legs, and feet.



Family Child Care

Invite children to create a book about body parts. Encourage children to draw their bodies and point out the different body parts they have drawn.

WEEK
35

DAY
5

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter Y.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter Y 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 Y card.]

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

Letter Y says /y/, just like in "yoga." /y/, /y/, yoga.
Let's together say /y/, /y/, yoga.

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

35

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

Geometric and spatial knowledge

Pattern knowledge

Children will strengthen their understanding of numerals 1–20, basic shapes, and patterns.



Key Concepts

Review: Characteristic



Materials Needed

*12 large shape cutouts—3 of each (square, circle, triangle, rectangle)

Large paper

Marker

Beach ball with numerals 1–20

*Printables provided



Optional Reading

Chicka Chicka 1, 2, 3 by Bill Martin Jr.

BEGIN: We are learning more about numbers, shapes, and patterns this week. We played games, made shape patterns, and read a book about numbers up to 15.

EXPLAIN: We played a game called *Wiggle Worm Shapes* and described some characteristics of the shape on the card we chose. Let's look at the shapes we used during our game and talk about their characteristics. Remember, a characteristic is something special about a living thing or a thing that is not living.

ASK: [*Hold up each shape cutout as you ask children to describe its characteristics.*]

- What are some characteristics of a triangle? (three straight sides, three corners)
- What are some characteristics of a circle? (one curved line, round)
- What are some characteristics of a rectangle? (four straight sides, four corners)
- What are some characteristics of a square? (four straight and equal sides, four corners)

EXPLAIN: This week we also used shapes to make shape patterns. Please help me make a pattern with some shapes by telling me what comes next.

ACT: [*Make an ABAB pattern with the large shape cutouts. Invite children to say what comes next in the pattern. Then make other patterns, such as an AABAAB pattern, as you continue to ask children what comes next in the pattern.*]

EXPLAIN: We read a book about farm animals that took fish to the lake while their farmer took a nap. We counted the animals, fish, and buckets that were in the story. We counted the number of fish backwards! We also talked about numbers up to 20. Please watch as I write numbers 1–20 on this paper.

[*Write numerals 1–20 so that all children can see them. Point to numerals as you discuss them.*]

- ASK:**
- What is similar about the numbers 10–19? (they each have two numbers together, they each begin with number one)
 - How is the number 20 different from numbers 10–19? (it begins with the number two)

EXPLAIN: Yesterday we learned more about numbers as we played a game with a beach ball. Numbers 1–20 were written on the beach ball. We took turns tossing the beach ball and saying the numbers under both of our hands when we caught the ball.

Let's take turns gently tossing the beach ball again. Let's say the number under one of our hands when we catch the beach ball.

[Gently toss the beach ball to each of the children, and ask them to tell you the numeral under one of their hands. Encourage children to gently toss the beach ball to another child after they have named the numeral. Continue until each child has had a turn.]

RECAP: This week we learned more about numbers 1–20. We also practiced describing different shapes and making patterns.



Scaffolding Tips

Extra support ■ If children need additional experience with larger numerals, invite them to point to one numeral they know on the ball and say it. Help, if necessary.

Enrichment ■ Ask children to please point to specific numerals on the beach ball. Example: "Please point to number 18."

123 Center Activity

Provide envelopes with numerals 11–20 written on each. Supply ten sorting baskets with numerals 11–20 taped to each. Encourage children to "sort the mail" as they sort the envelopes into the correct baskets.



Family Child Care

Take children to the library to look for numeral books containing numerals 1–20. Encourage children to name the numerals they see in the books.



3–5 YEARS

Large/Small Group



Skill and Goal

Knowledge of
social and physical
environments

Children will strengthen their understanding of what it means to spend money.



Key Concepts

Review: Consumers
Spend



Materials Needed

Play pennies—5 per child
Toy cash register
Cotton balls and colored pom-poms
Small cups—1 per child



Also Promotes

Mathematics



Optional Reading

Bunny Money by
Rosemary Wells

Be Prepared: Set up an “Ice Cream Shop” in your room. Arrange for another adult to assist at a toy cash register.

BEGIN: Yesterday we learned that people who buy things are sometimes called consumers. Have you ever been a consumer?

EXPLAIN: Today we are going to be consumers. We will pretend we have money to spend. Each of us will get the same amount of pretend money. We will spend our pretend money to buy some pretend ice cream. We know that we spend money to get things we need or want.

Each of us will have five play pennies. We will pretend we are buying ice cream at an ice cream shop. Each scoop of ice cream costs one penny.

I have five play pennies in my hand. Let’s count them.

[Point to each penny as you count to five.]

If I have five play pennies, and each scoop of ice cream costs one penny, I can pretend to buy five scoops of ice cream. Let me show you.

[Pretend to shop and choose one scoop of ice cream. Use the white cotton balls as scoops of ice cream for this part of the activity. Pay for the ice cream by giving another adult one of the five pennies. Put the scoop of ice cream in your cup, and count the number of pennies you have left by pointing to each penny as you count.]

I spent one penny for one scoop of pretend ice cream. I have four play pennies left.

ASK: How many more scoops of ice cream can I pretend to buy? (four)

EXPLAIN: When people go shopping, they need to make sure they have enough money for the things they want or need to buy.

Let’s pretend I am making another trip to the ice cream shop. I have five pennies again.

[Display, point to, and count each penny.]

ASK: Could I buy six scoops of ice cream? Why or why not? (not enough money)

EXPLAIN: Our pretend ice cream shop has added different colors of ice cream.

[Add the colored pom-poms to the ice cream shop. Explain these are the other colors of ice cream.]

The white scoops of ice cream cost one penny each. The scoops that are other colors cost two pennies each.



[Demonstrate each of the following:]

- ASK:**
- I want to buy a blue scoop of ice cream. It costs two pennies. How many pennies do I need to spend for this one scoop? (two)
 - I started with five pennies. I will spend two pennies for one scoop of blue ice cream. How many pennies will I have left after I buy one scoop of ice cream? (three)
 - Let's pretend a friend went with me to the ice cream shop. I have two pennies. My friend has no pennies. I want to buy one scoop of blue ice cream for myself. Remember, white ice cream costs one penny a scoop, and the other colors of ice cream cost two pennies a scoop.
 - If I buy one scoop of blue ice cream for myself, will I have any money left to buy my friend a scoop of ice cream? (no; the blue ice cream costs two pennies)
 - How can I buy one scoop of ice cream for my friend and one scoop of ice cream for myself? (buy two white scoops; they cost one penny each)

ACT: Now it is our turn to be a consumer by going shopping for ice cream.

[Give each child five play pennies. Invite children to decide which ice cream scoops they would like to buy. Emphasize that children must have enough money to buy the kind and amount of ice cream they'd like.]

RECAP: Today we pretended to be consumers. We spent play money to pretend to buy scoops of ice cream. We had five play pennies to spend. We made decisions about how much and what kind of ice cream to buy.



Scaffolding Tips

Extra support: ■ If you anticipate the price difference between white and other colors of ice cream may be too challenging for children, eliminate the difference by having all scoops of ice cream cost one penny each. This arrangement means you omit questions aimed at helping children compare the costs of different scoops. ■ Help children count their money and determine what amount of money they have available for buying ice cream. Explain why they can buy certain kinds and amounts of ice cream based on the amount of money they have.

Enrichment: ■ Invite children to pretend they have five pennies. They go to an ice cream shop with a friend. The friend does not have any money. The white ice cream costs one penny a scoop. The other colors of ice cream cost two pennies a scoop. The children do not want white ice cream. Each child wants two scoops of a different color of ice cream. Could each child have two scoops of a different color of ice cream? (no, this would cost eight pennies but only five pennies are available)

WEEK

35

DAY

5

Exploring Where We Live *continued*



Social
Studies



Center Activity

In the housekeeping center, add a cash register, play pennies, and items tagged with a numeral one or two (price of item). Encourage children to use play pennies to purchase items.



Family Child Care

Set up a restaurant for snack time! Invite children to choose items they'd like for a snack (crackers, pretzels, cereal, etc.). Give each child a number of play pennies and invite him/her to pay for his/her snack items.



3-5 YEARS

Small Group



Skill and Goal

Good health practices

Children will identify the approximate location of lungs and heart on a paper replica of their body.



Key Concepts

Review: Lungs
Heart



Materials Needed

Pieces of butcher paper
(large enough to trace
each child)

Drawing tools

*2 pictures as shown

Stethoscope (see
Enrichment tip)



Also Promotes:

Science

*Printables provided

Be Prepared: Arrange for the help of another adult. Determine the best time to trace children's bodies: during or prior to the activity. Save completed tracings for a center activity option in Week 36, Day 4.

BEGIN: Yesterday we talked about different parts of our body.

- What is a part of our body that we can see and touch? (head, shoulders, knees, etc.)
- What is a part of our body that we cannot see or touch? (lungs, stomach, heart)

EXPLAIN: Today we are going to trace our bodies to help us learn more about two parts of our body that we cannot see. We cannot see these parts because they are inside our body. We will talk about the locations of our lungs and heart. Each of us will get a piece of butcher paper, and we will trace your body.

ACT: [Encourage children to lie on a piece of butcher paper as an adult traces their body. Distribute tracings completed prior to the activity.]

Let's make sure we understand the tracing of our body.

- Where is your head located on the tracing of your body?
- What about your feet?

EXPLAIN: [Display picture of lungs.]

This is a picture of lungs in an adult. Your lungs are smaller than the lungs shown in this picture because you are younger.

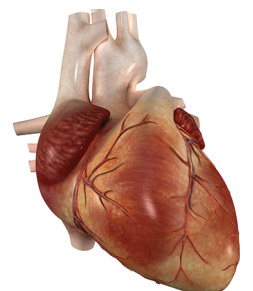
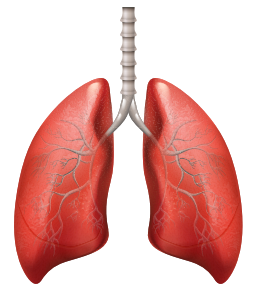
Each of us has two lungs. We know that the air we breathe goes into our lungs. We can feel our lungs get bigger when we take a big breath.

Our lungs move air into the blood that flows through our body. Our lungs are located inside our body near our chest.

[Point to the approximate location of lungs in your body and encourage children to do the same with their body.]

[Display picture of heart.]

This is a picture of the heart in an adult. We know that our heart pumps blood around our body. Our heart is another part of our body that we cannot see or touch. But we can feel our heart when we exercise or run fast.





- ASK:**
- What happens to our heart when we exercise or run fast? (works faster, pumps faster)
 - Why is your heart smaller than the heart shown in this picture? (picture shows adult heart; children are younger)

EXPLAIN: Our heart is located between our two lungs. We pointed to the location of our lungs on our body. Our heart is next to our lungs.

[Point to approximate location of heart in your body. Encourage children to do the same with their body.]

Let's all point to where our lungs and heart should be located on the piece of paper that shows our body.

[This is a cognitively challenging task for many young children. Pause to provide time for children to think about and locate lungs and heart on their paper. Do not immediately point to the location.]

Now we can draw our lungs and heart on the tracing of our body. Remember, we have two lungs. Our heart is located between our lungs.

ACT: *[Distribute drawing tools. Encourage children to draw lungs and heart on their traced body. It is not important that children's drawings resemble the pictured lungs and heart. Children may wish to draw circles where the lungs and heart are located.]*

RECAP: We cannot see or touch many parts of our body because they are inside our body. Our lungs and heart are inside our body. We cannot touch or see our lungs and heart, but we can feel them work when we take a big breath and when we exercise. Today we drew pictures of our lungs and our heart on a tracing of our body.



Scaffolding Tips

Extra support ■ When you encourage children to become familiar with their tracing, it may be helpful for children to identify the arms and legs in addition to their head and feet. ■ As a reminder, briefly review the tracing of children's body done long ago in the classroom (Social Studies Week 1, Day 5). ■ Children may benefit from a review of information about lungs (Science Week 12, Day 2). ■ Remind children that we put our hand on our heart when we talked about the pledge of allegiance (Social Studies Week 28, Day 5).

Enrichment ■ Encourage children to try to find their pulse. The pulse is found at the neck or at the wrist. Explain that the pulse is the heart pumping blood through the body. ■ Encourage children to listen to a friend's heartbeat. If available, use a stethoscope to listen to a heartbeat. If not available, use a paper towel tube and place one end over the person's heart and listen from the other end.

■ Remind children that a tracing shows the outline of something. Next week we will trace shapes to make art (Creative Expression Week 36, Day 2).



Center Activity

Provide books about the human body for children to explore. Children may also wish to draw additional body parts, such as facial features, on their traced bodies.



Family Child Care

School-age children may wish to make their own traced body drawings. Encourage school-age children to draw additional body parts found inside their bodies. Examples: intestines, esophagus, brain.