



Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Review how to identify, name, and say the sound of the letters K, J, and Y (Days 1–5)



Mathematics

Counting Things and Working with Shapes

- Practicing collecting, organizing, and presenting information on a chart (Day 1)
- Practicing adding by counting on (Day 2)
- Recognizing numerals 1–20 (Days 3, 5)
- Recognizing different types and sizes of shapes (Days 4, 5)



Self- Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
 - *Conducting an Orchestra* game (Day 1)
- How to follow requests by listening and remembering
 - *Drum Beats* game (Day 2)



Social- Emotional

Being Responsible

- How we stay safe at home or somewhere else (Day 3)



Social Studies

Exploring Where We Live

- The difference between a need and a want (Day 4)
- Places in the community that help families meet their needs (Day 5)



Creative Expression

Creating Art

- How shapes can be found in some art (Day 1)
- How to make shape art by using stencils (Day 2)
- How to use color and mix colors to create art (Day 3)



Physical/ Health

Staying Healthy and Safe

- Bones in our body (Day 4)
- Contents and uses of a first aid kit (Day 5)

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also say the sounds of letter K.



Key Concepts

New: 1–2 words
(see Be Prepared)

Review: Sentence



Materials Needed

*Letter K card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

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

The second segment of the plan is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's practice finding a letter we know by looking for it in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

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

We are responsible when we make good choices.]

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

[Display letter K card. Point to the lowercase k on the card.

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

What sound does the letter K make?

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

EXPLAIN: Now let's read a book!

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

- Display book cover and encourage children to discuss what the book might be about.
- Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.

K k

Understanding Words *continued*



- *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/Small Group



Skill and Goal

Number knowledge

Children will collect, organize, and present information on a chart.



Key Concepts

New: Neither



Materials Needed

Prepared chart (see Be Prepared)

*Boy and girl cutouts (see Be Prepared)




*Printables provided

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

If time is limited, put tally marks on the chart after each group stands up rather than invite each child to put his/her mark on the chart. Describe the process. Example: "Five children are standing because they have a brother only. I will put five tally marks on our chart. I will put the marks in the section that says 'Brother.'"

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

Today we will use a chart to show how many of us have brothers and sisters. Let's take a look at our chart.

| Brother | Sister | Both | Neither |
|---|---|---|---------|
|  |  |  | |
| | | | |

ACT: [Adjust the "stand up" requests below to include more than one brother only or more than one sister only, if appropriate for children in your classroom. Example: "Stand up if you have a brother or brothers only."]

- Stand up if you have a brother only.
- Stand up if you have a sister only.
- Stand up if you have both a brother and a sister.
- Now, stand up if you do not have a brother or a sister.

Please come to our chart and put a mark under brother, sister, both, or neither when I call your name. **Neither** means you do not have a brother or a sister.

[Invite children, one at a time, to put a tally mark under brother, sister, both, or neither.]

- ASK:**
- How can we find out how many of us have a brother only? (count the marks under brother)
 - How can we find out how many of us have a sister only? (count the marks under sister)
 - How can we find out how many of us have both a brother and a sister? (count the marks under both)
 - Are there any of us who have neither? Remember, neither means we do not have a brother or a sister.

ACT: Let's count the marks together for each group.

[Lead children in counting the marks, pointing to each one as you count.]

- How many of us have a brother only?

- What does the number ___ look like? I will write that number under the word "brother" on our chart.
- How many of us have a sister only?
- What does the number ___ look like? I will write that number under the word "sister" on our chart.
- How many of us have both a brother and a sister?
- What does the number ___ look like? I will write that number under the word "both" on our chart.
- How many of us have neither?
- What does the number ___ look like? I will write that number under the word "neither" on our chart.
- Which group has the most marks?
- Which group has the fewest marks?

RECAP: Today we made a chart about the number of brothers and sisters we have. How many of us have neither a brother or a sister? Were any of our groups equal?



Scaffolding Tips

Extra support ■ As you count each group, touch each mark to help children understand that when we count to find out how many, the last number counted is the total number in the group.

Enrichment ■ Ask children the following questions: "What number would we put on our chart if there were no marks for a group?" (zero) "What does zero mean?" (none) "Do most of us in our classroom have a brother(s) only, a sister(s) only, both a brother(s) and sister(s), or neither?"

123 Center Activity

Fill a small tub with various colored items. Invite children to sort the items by color.



Family Child Care

To extend this activity, invite children to draw a picture of their brothers and sisters. If they have neither, invite them to draw their parents.

Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

Review: Orchestra
Conduct



Materials Needed

Classroom musical instruments—1 per child
Baton or stick

Be Prepared: If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 34, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 34, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play *Conducting an Orchestra*. This game helps us to concentrate on what we need to do.

ASK: How do we play *Conducting an Orchestra*?

EXPLAIN: We know that an orchestra is a group of people who play certain kinds of musical instruments together.

ASK: What does someone do when they conduct an orchestra? (lead it)

EXPLAIN: So, when someone conducts an orchestra, they lead a group of people playing certain kinds of musical instruments.

ACT: [Give each child a musical instrument. Instruments may include drums, bells, triangles, rhythm sticks, etc. Provide children with a few moments to play their instruments.]

I will be the conductor, and you will be the orchestra. When I wave the baton, we will play our instruments slowly or quickly.

What should we do when I stop waving the baton? (stop playing instrument)

Let's try it.

[Wave the baton as children play the instruments slowly or quickly. Continue for several minutes as children practice playing quickly or slowly and stopping while watching the baton.]

Now we are going to change the game a little. This time when I wave the baton quickly, we will play our instruments loudly. When I wave the baton slowly, we will play our instruments quietly. When I stop waving the baton, we will stop playing.

- What should we do when I wave the baton quickly? (play our instruments loudly)
- What should we do when I wave the baton slowly? (play our instruments quietly)
- What should we do when I stop waving the baton? (stop playing our instruments)

Focusing & Remembering *continued*



[Wave the baton quickly and encourage children to play their instruments loudly. After a few seconds, begin waving the baton slowly and encourage children to play their instruments quietly. Stop waving the baton and wait until all children have stopped playing their instruments. Continue practicing with the rule changes for several minutes.]

RECAP: Today we again played *Conducting an Orchestra*. We changed the rules of the game.

- What part of our body did we use to pay close attention during this game? (eyes)
- What changed during the game? (played instruments loudly when baton moved quickly, played instruments quietly when baton moved slowly, stopped playing instruments when baton stopped moving)
- What would happen if we didn't watch carefully during the game? (we wouldn't know when to play our instruments loudly, quietly, or stop playing our instruments)



Scaffolding Tips

Extra support ■ Say aloud the words "fast" or "slow" if children need an additional oral reminder of the action to be completed when the rules have been changed. ■ If children seem unclear about the baton movements, use your arm in an expansive way to communicate the prompt.

Enrichment ■ If children easily grasp the rule change, shorten the length of time between playing quickly and slowly. ■ Invite children to try another rule change for *Conducting an Orchestra*: Play instruments quietly when the baton moves slowly, and play instruments loudly when the baton moves quickly. Then do the opposite.



Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton. Ensure the baton does not have a pointed or sharp tip. A soft stick-like item may be used as a baton.



Family Child Care

Try using the baton during cleanup time. When you move the stick fast, encourage children to clean up quickly. When you move the stick slowly, encourage children to clean up slowly.

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



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that shapes can be found in some art.



Key Concepts

Review: Shape



Materials Needed

- * 3 pictures as shown
- Felt shape cutouts—1 set per child (see Be Prepared)
- Flannel board with felt shapes that match children's shapes



Also Promotes

Math

*Printables provided

Be Prepared: Provide a set of felt shape cutouts in a clear ziplock bag for each child. Each felt set should include two circles, two squares, two triangles, and two rectangles.

BEGIN: Last week we learned how artists can use lines to create art. We looked at pictures of paintings with different types of lines. We learned that lines can be placed up and down, side to side, or on a diagonal in art. Lines can be thick or thin.

EXPLAIN: Today we will find out how some art includes shapes. We work with shapes a lot in our classroom. Last week we played a game with shapes called *Wiggle Worm Shapes*.

Let's quickly remind ourselves of the names of some shapes.

[Display circle, square, rectangle, and triangle cutouts, one at a time. Invite children to name each.]

Some art is made with shapes. Some art includes items that look like shapes.

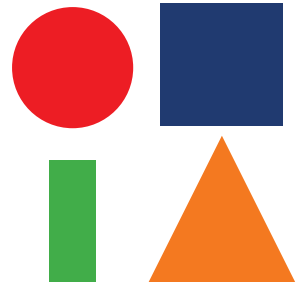
ACT: Let's look for shapes in some pictures of paintings.

[Display the three pictures of paintings, one at a time. Encourage children to look closely at each picture.]

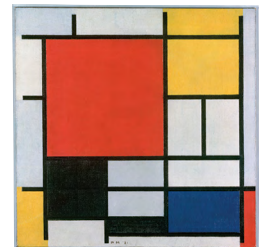
- Ask children what shapes they see in the picture. Reinforce children's identifications by pointing to and describing each identified shape.
- If the picture has two or more of the same shape, ask if the shapes are the same or different. If different, how are they different? (size)]

EXPLAIN: We can be creative with shape cutouts and make something with some shapes. Please watch how shapes can be used to make a picture of something.

[On the flannel board, place a felt triangle on top of a felt square to form a house. Identify each shape and how it contributes to what you made. Example: triangle is a roof.]



Paul Klee (Public domain), via Wikimedia Commons



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

Creating Art *continued*



Expand the demonstration by indicating you want the sun to be part of your creation. Ask children what shape you could use to show the sun. Where should the shape be placed?]

ACT: [Give each child a set of felt shapes.]

Now it is your turn to make something from shapes. You can make whatever you want with the shapes.

[Encourage children to describe what they are making and what shapes they are using.]

RECAP: Shapes can be used to make art. Some art shows things that look like shapes. We found shapes in some pictures of paintings. Each of us made something with shape cutouts. Shapes are a part of art.



Scaffolding Tips

Extra support ■ If children have difficulty finding shapes in the pictures of paintings, provide a pertinent shape cutout for children to use in locating a shape in the picture. ■ Invite several volunteer children to trace and describe a shape found in the pictures of paintings. ■ For additional ideas of what can be made with basic shapes, see Math Week 9, Day 3.

Enrichment ■ Display all three pictures of paintings. Ask children to identify and describe the picture that is made with shapes and the pictures that show things that look like shapes.

■ Encourage children to describe the kinds of lines used in the paintings.



Center Activity

In the art center, place examples of four basic shapes next to the easel or other painting station. Encourage children to include different shapes in their paintings.



Family Child Care

Invite children to look for shapes in pictures and artwork that is available in your setting.

Understanding Letters



3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify, name, and say the sounds of letters K, J, and Y.



Key Concepts

Review: Letter



Materials Needed

- *Letter mats (K, J, Y)—1 per child
- *Letter K card
- *Letter J card
- *Letter Y card
- *Printables provided

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

[Display letter cards K, J, and Y. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase J, and this is a lowercase j." After you name a letter, invite children to pop up if the letter is in their name.]

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

[Display letter mat.]

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

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

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

[Hold up letter K card.]

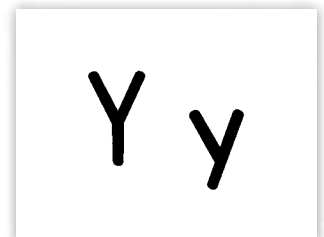
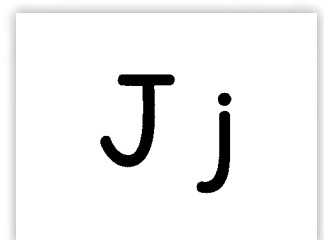
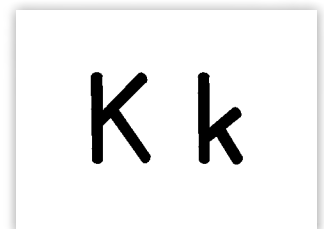
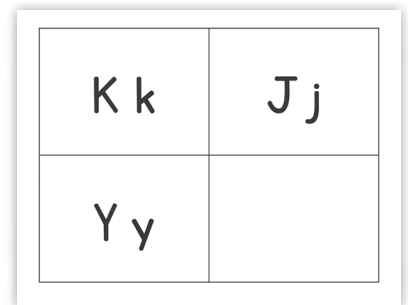
Let's find this letter on our letter mat.

[Lead children in looking for, pointing to, and saying letter K on their letter mat. Explain how you found the letter K. Example: "This letter has a straight line down and then a slanted line up and a slanted line down."]

The letter K says /k/. Let's together say the letter sound: /k/.

Now let's find another letter!

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





RECAP: Today we learned more about letters K, J, and Y. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.



Scaffolding Tips

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

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



Center Activity

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

*Printables provided



Family Child Care

Hang *letter cards K, J, and Y in random order on a wall. Dim or turn off lights and ask children to use a flashlight to find a letter you say. Example: “Sandra, can you use the flashlight to find the letter Y on our wall?”

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of counting, including the use of counting on.



Key Concepts

Review: Add



Materials Needed

Prepared chart (see Be Prepared)

*Boy and girl cutouts (see Be Prepared)

Masking tape

20 index cards (see Be Prepared)

*Printables provided





Optional Reading

Two Ways to Count to Ten
by Ruby Dee

Be Prepared: Organize a simple, two-column chart as shown. Include a cutout of a boy and a girl. Also, with masking tape and index cards, make a number line on the floor. Write a numeral from 1–20 on each of 20 index cards and tape them in proper sequence along the line of masking tape. See picture in activity plan.

BEGIN: Let's count the number of boys and girls in our group today.

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

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

EXPLAIN: We will count how many boys and how many girls are in our group. Then we will add to see how many children we have all together in our group.

ACT: *[Lead children in counting the number of boys by gently tapping each boy as you count. Then put a tally mark on the chart for each boy. Lead children in counting the tally marks for boys by touching each mark as you count. Write the number of boys on the chart.]*

I will write the total number of boys next to the word "boys."

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

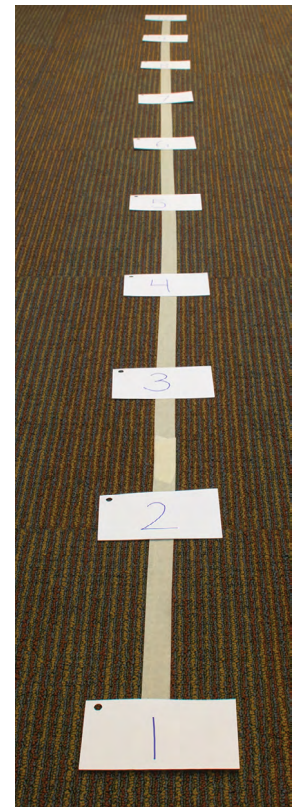
[Lead children in counting the number of girls by gently tapping each girl as you count. Then put a tally mark on the chart for each girl. Lead children in counting the tally marks for girls by touching each mark as you count. Write the number of girls on the chart.]

I will write the total number of girls next to the word "girls."

Let's add to find out how many children we have all together. Remember, when we add items to a group, the group gets bigger. Let's begin with the biggest number and then count on to find the total number of boys and girls all together.

[Lead children in adding the two groups together. Start with the biggest group and count on to find out how many children there are all together.]

EXPLAIN: Now let's do some more counting. Let's count to 20 by using a number line on the floor. Numbers 1–20 are lined up on the floor. We will step on



each number as we count to 20 when it is our turn. We need to be sure to look at each number as we count, so we can make sure we are stepping on the correct number. I will go first.

ACT: [*Step on numeral one and begin counting aloud to 20 as you step on each numeral. Encourage each child to take a turn walking and counting slowly to 20. Continue until each child has had a turn.*]

If time permits:

After all children have stepped on each number and counted aloud to 20, ask children to find specific numerals. Example: "Sarah, please stand on number 15."

RECAP: Today we added to find out how many children are in our group. We also used a number line on the floor to practice counting and finding numbers. We are number experts!



Scaffolding Tips

Extra support ■ If children have difficulty counting while stepping on each number, walk beside them and encourage them to count and walk slowly as you count and walk together. ■ Reduce the challenge of the walking-and-counting activity by asking children to count to a number you say that is less than 20.

Enrichment ■ Invite children, if they are able, to walk from five to one or 10 to one while counting backward. ■ Invite a child to stand on a given number on the number line. Then invite two more children to stand on two different numbers on the number line. Ask children to determine which of the two children is closest to the first child on the number line. Example: "I see Brynlynn is closer to Bria than Sasha is."



123 Center Activity

Place a smaller version of the floor number line on a table. Invite children to say the name of each numeral as their fingers "walk" the number line.



Family Child Care

Use the number line throughout the day. Examples: Invite each child to sit on a specific numeral for snack time, invite children to count the number of toys they have and stand on the corresponding numeral, etc.

Focusing & Remembering



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will remember and carry out actions in response to aural and oral prompts.



Key Concepts

Review: Practice



Materials Needed

Classroom drum

Be Prepared: If time permits, offer *Conducting an Orchestra* from Week 36, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Conducting an Orchestra* from Week 36, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!

EXPLAIN: The game is called *Drum Beats*. Remember, beats on the drum will tell us how to move our body.

ASK: Who remembers what we did when we played this game several weeks ago?

ACT: Remember, I will use the drum to tell you how to move your body. Let's begin by walking when I beat the drum. Please walk slowly when I beat the drum slowly. Keep walking slowly until you hear me beat the drum quickly. Please walk quickly when I beat the drum quickly. Watch as I show you.

[Ask another adult to help. Beat the drum slowly, then pause as the other adult walks slowly. Then beat the drum quickly, and have the other adult walk quickly.]

Now let's try it together.

[Beat the drum slowly as children walk slowly. Then beat the drum quickly as children walk quickly. Then stop and wait for children to stop walking. Continue with several rounds of beating the drum slowly and quickly, while waiting for children to walk slowly and quickly on cue. Shorten or lengthen the amount of time you beat the drum, based on how quickly children respond to the prompts. Say "stop" to indicate that children should stop walking.]

Now we will change our game a little bit. This time when I beat the drum slowly; we will dance slowly. Keep dancing slowly until you hear me beat the drum quickly. When we hear quick drumbeats, we will begin to dance quickly. When I say "stop," we stop. Watch as I show you.





[Ask another adult to help. Beat the drum slowly, as the adult dances slowly. Then beat the drum quickly, as the adult dances quickly. Alternate between slow beats and quick beats as the other adult dances slowly and then quickly. Say “stop,” when you are finished with the demonstration.]

Now, let’s try it together!

[Beat the drum slowly, then pause and wait for children to dance slowly. Then beat the drum quickly, and pause and wait for children to dance quickly. Then say “stop” and pause and wait for children to stop. Continue alternating between slow and quick beats as the children dance slowly and then quickly. Say “stop” to indicate that children should stop dancing. Shorten or lengthen the frequency of prompts (slow beats and quick beats) depending on how quickly children change their actions.]

Let’s change the game one more time.

When I beat the drum slowly, we will dance quickly. Then when I beat the drum quickly, we will dance slowly.

- How will we dance when I beat the drum slowly? (quickly)
- How will we dance when I beat the drum quickly? (slowly) Let’s try it.

[Beat the drum slowly, then pause and wait as children dance quickly. Then beat the drum quickly and pause and wait as children dance slowly. Alternate between beating the drum quickly and slowly for several minutes. Say “stop” to indicate that children should stop dancing.]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do. In our game, we listened for drum beats.

- What did we need to pay attention to with the drum beats? (whether the beat continued or stopped, whether there were slow or quick beats)
- What did the drum beats tell us to do? (walk slowly, walk quickly, dance slowly, dance quickly)

Scaffolding Tips

Extra support ■ If children need an additional reminder of the action to be completed, say aloud the words “fast” or “slow” after you beat the drum slowly or quickly. ■ If children need an additional reminder of when to stop, say “stop” and do not resume beating the drum until all children have stopped.

Enrichment ■ Invite children to try additional rule changes for *Drum Beats*: Beat the drum slowly as children jog in place slowly, then beat the drum quickly as children jog in place quickly. Then do the opposite.

WEEK

36

DAY

2

Focusing & Remembering *continued*



Center Activity

Provide the drum used during today's activity. Invite children to play *Drum Beats* while taking turns beating the drum. As children play *Drum Beats*, guide the drummer and others, if necessary.



Family Child Care

Encourage all children in your setting to continue practicing self-regulation skills while playing an outdoor game using a drum. Invite children to play as you beat the drum. When the drum stops, encourage children to stop what they are doing and freeze. Continue beating the drum for shorter periods of time and stopping as children freeze. Younger children will enjoy beating on boxes and bowls as older children listen for your drum cues.

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



3-5 YEARS

Small Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to create art using shape stencils, including the process of planning shape placement on a piece of paper.



Key Concepts

Review: Trace
Stencil



Materials Needed

Pencils of different colors—1–2 per child

Stencils of basic shapes—1–2 per child

Paper—1 per child



Also Promotes

Mathematics

Physical/Health

BEGIN: Yesterday we explored how shapes can be a part of art. Each of us made something with some shape cutouts.

Today we are going to make our own art with shape stencils. We can call this our “shape art.”

[Display and name stencils of basic shapes. Trace each shape with your finger as you describe it.]

EXPLAIN: We can create art on our own piece of paper by tracing stencils. We know that trace means we draw the outline of something. Sometimes we trace things with our fingers. Today we will use pencils to trace shapes from a stencil. We know that a stencil is a tool that has a shape cut out of it.

Each of us can use two or more stencils to create our work of art on paper. We have several different colors of pencils we can use.

We need to hold a stencil on the paper when we use it to trace. The stencil may move around on our paper if we don't hold it in place.

It works best to hold the stencil in place on our paper until we are done tracing. If we pick up the stencil before we are done tracing, it can be hard to put the stencil back where we want it on our paper.

[Demonstrate and describe holding a stencil on a paper while you trace. Remove the stencil before you are done to show the challenge of returning the stencil to its original location on the paper.]

ASK:

- What could we create on our paper by tracing two stencils?
- Would you want to trace with different colors of pencils or trace with the same color of pencil?

[Engage children in a discussion of how two or more stencils could be placed on the paper to create a work of art. Some children might want to repeat what they created yesterday with felt cutouts (example: a house with a square and triangle). In addition to putting shape stencils together to create something new, some children may prefer to trace shapes in separate locations on their paper. Some children may want to trace one shape only. Positively acknowledge all ideas. Avoid offering a preference or model for children to follow.]

EXPLAIN: We will work on our own. We will need to share stencils and different colors of pencils.

I will hand out paper and put stencils on the table. Please try out your idea before you start tracing. Place stencils on your paper the way you



want to trace them to make sure your plan will work. You may need to change your plan for what you create.

ACT: *[Distribute a piece of paper to each child. Put stencils in convenient locations for shared use. Encourage children to try out their plan by placing stencils on their paper before tracing. Emphasize the importance of looking carefully at the shapes in the stencils, not the entire stencil tool. Two stencil tools may overlap, however, their shapes may not overlap. Children may need to adjust their plan to accommodate the paper.*

Invite children to create a work of “shape art” by tracing one or more stencils. Monitor and facilitate the sharing of materials. Describe what you see children doing without interrupting their process.]

RECAP: We made “shape art” today by tracing stencils. What shapes did you use? What did you make?



Scaffolding Tips

Extra support ■ Provide individualized support for children who are not familiar with tracing a stencil and/or arranging stencils on a piece of paper. Fine motor skills vary considerably at this age. A peer who is experienced in tracing a stencil may be willing to demonstrate the process. ■ When the stencil is on the paper, encourage the children to trace the shape with their finger before using a pencil. ■ Consider offering one color of pencils if you anticipate the activity will be challenging for most children. ■ Remind children to try out the placement of their stencils before they start tracing. The planning part of this activity promotes important cognitive development.

Enrichment ■ Encourage children to make their shape art without using the stencils. Encourage them to draw shapes on their own.



Center Activity

Provide a second sheet of paper and other materials from the activity so children can create a second version of shape art. Another option is to provide trays of paint and items that make shapes when dipped in paint. Examples: Craft rolls can be used to make circle shapes and large Legos® can be used to make rectangle shapes when dipped in paint and pressed on paper.



Family Child Care

Children in your setting may prefer to make shape art as a group, using a larger sheet of paper. Planning decisions about shapes and shape placement would be a valuable part of a group effort.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

- *Letter J card
- Chart paper
- Marker
- Book of your choice for this week's repeated reading
- Words We Understand chart from Day 1

*Printables provided

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words.

From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

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

Pioneer children liked to jump rope.]

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

[Display letter J card. Point to the lowercase j on the card.

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

What sound does the letter J make?

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

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

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

- Display book cover and say book title. Engage children in describing what they remember about the book:
 - What is our book about?
 - Who were the main characters in our book?
 - What happened first? What happened next?
- Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the "Words We Understand" chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will recognize numerals 1–20.



Key Concepts

Review: Number



Materials Needed

*2–3 sets of large numeral cards 1–20 (see Be Prepared)

*Printables provided

Be Prepared: For today's activity each child will need one large numeral card. If you have more than 20 children in your large group, prepare additional numeral cards. Example: You may have two numeral five cards, two numeral six cards, etc. You will also need a set of large numeral cards 1–20 for yourself.

BEGIN: [*Invite children to point to numerals in the classroom and say the names of the numerals.*]

EXPLAIN: Today we are going to play a game called *I Have, Who Has?* Each of us will get one number card. I also have number cards. We know that a number tells us how many.

ACT: [*Give each child one numeral card.*]

Ask your neighbor for help if you do not know the name of your number.

I will hold up one number card at a time and tell you what it is. Then I will ask the person who has the same number card to pop up and hold up his or her number card. Let's try it.

- [*Mix up your set of numeral cards and lay them in a stack in front of you face down.*]
- [*Display for children the numeral card at the top of your stack and say, "I have __; who else has __?" Example: "I have 11; who else has 11?"*]
- [*Continue until each child has had a turn.*]
- [*Collect numeral cards, shuffle them, and pass them out to play again, if time permits.*]

RECAP: Today we played *I Have, Who Has?* We used numbers 1–20 for our game. Let's march around the room as we count to 20! How many marching steps will we need to take? (20)

 Scaffolding Tips

Extra support ■ If children need additional experience with smaller numerals, give them a numeral between one and 10.

Enrichment ■ Invite children to lead the activity with the second stack of numeral cards. Encourage children to lead by saying, "I have __; who else has __?" ■ Increase the challenge of the game by saying the name of a numeral but not showing the numeral card you pull from your stack.

WEEK

36

DAY

3

Counting Things *continued*

123
Mathematics

123 Center Activity

Supply 20 small brown paper bags and counters. On each bag, write a numeral from 1–20. Invite children to say the name of the numeral on each bag and place the corresponding number of counters in each bag.

Family Child Care

Invite school-age children to lead the activity. Give younger children 2–3 numeral cards to put in front of them. They will each get to stand up 2–3 times!



3-5 YEARS

Large Group



Skill and Goal

Personal responsibility

Children will make a classroom book about what it means to stay safe.



Key Concepts

Review: Safe
Illustrator



Materials Needed

Cover for classroom book
(see Be Prepared)
Paper—1 per child
Writing and drawing
tools

Be Prepared: Create a cover for a classroom book about what it means to stay safe. Use a title, such as *How We Stay Safe*. Include a line that says: *Illustrated by children in (name of your classroom)*. Include illustrations on the cover as you wish. Staple together pages when children have finished.

BEGIN: We are learning what it means to stay safe at home or somewhere else. Remember, safe means we do not get hurt or sick or get into danger.

- ASK:**
- What is one thing we can do to stay safe at home?
 - What is one thing we can do to stay safe in our community?

EXPLAIN: Today we are going to make a class book about how we stay safe.

[Display the cover you created for the classroom book. Point to each word as you say it. Describe other aspects of the cover.]

Here is the cover of our book. It says, *How We Stay Safe*. The book cover also says, *Illustrated by children in (name of your classroom)*.

Each of us will be an illustrator of our book. Remember, the illustrator of a book creates the pictures. Each of us will draw a picture for one page of our book. We can draw a picture of a way we stay safe at home or somewhere else.

One of the adults in our classroom will ask us about our picture and write what we say at the bottom of our page.

ACT: *[Give each child a page for the class book as well as writing and drawing tools. Encourage children to draw a picture of a way they stay safe at home or somewhere else. Observe and ask questions about children's pictures. Write on each page a brief description of what the illustrator (child) says about the picture. Add the child's name to each page.]*

RECAP: Today we made a class book about how we stay safe at home or somewhere else. We each illustrated a page of our class book. Where should we put our book in our classroom so we can look at it later?

 Scaffolding Tips

Extra support ■ to promote children's thinking about ways to stay safe, provide photos of "safe" situations used in Week 35, Day 3 or the book read in Week 35, Day 2.

Enrichment ■ Invite children to complete the sentence and add their name to their page as much as they are able.

WEEK

36

DAY

3

Being Responsible *continued*



Center Activity

Place the class book made during today's activity in the library center. Invite children to "read" the pages to each other.



Family Child Care

If there are infants and/or toddlers in your setting, ask children to describe ways the very young children are kept safe. (cribs for safe sleeping, highchairs, gates blocking stairs) Encourage school-age children to discuss ways they stay safe at school.

3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Children will understand how color can be used to create art, including mixing colors to make a new color.



Key Concepts

New: Color



Materials Needed

Mouse Paint by Ellen Stoll Walsh

*1 picture as shown

Yellow finger paint

Blue finger paint

Red finger paint

Piece of white easel paper

*Printables provided

BEGIN: We are learning how shapes can be used to create art. Yesterday we made shape art. What color pencil did you use to create your shape art?

EXPLAIN: Today we are going to learn more about colors. **Color** is a characteristic of something or someone that we can see. We can touch or smell some characteristics of things. The only way we can tell the color of something is to look at it.

The same type of thing can be different colors. In our classroom we have (color) circles, (different color) circles, and (different color) circles. All are circles. Only the colors are different.

ASK: What colors are in the clothes you are wearing today?

- Who has a favorite color? What is the color?

[*Display picture of painting.*]

- Colors are used a lot in art. What colors do we see in this picture of a painting?



EXPLAIN: Sometimes artists mix colors to make a different color. We have a book today that tells how colors can be mixed to create a new color.

[*Display book cover.*]

Our book is called *Mouse Paint*. It was written and illustrated by Ellen Stoll Walsh.

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

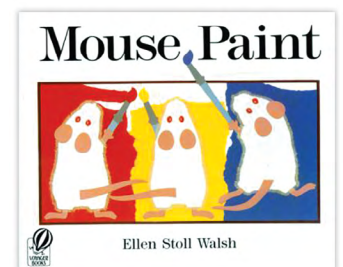
[*Repeat and point to each color identified by children.*]

As you read the book, point to colors mentioned in the book text, especially colors that become a third color when mixed.

At the end of the book reading, discuss with children how two colors became a third color when mixed together.

EXPLAIN: We have some paint colors we can mix together to make a different color. Our colors are the same colors used by the mice in our book.

[*Display each of the three paint colors. Invite children to identify each.*]





ACT: Let's first mix the yellow and blue paints. The mice mixed these colors in our book. What color will we get when we mix yellow and blue? (green)

[Place approximately equal amounts of the yellow and blue paints on the easel paper. Mix with your finger or a paintbrush. Describe your process, emphasizing the color green.]

Now let's mix the blue and red paints. The mice also mixed these colors in our book. What color will we get when we mix blue and red? (purple)

[Place approximately equal amounts of the blue and red paints on the easel paper. Mix with your finger or a paintbrush. Describe your process, emphasizing the color purple.]

ASK: Display the picture of a painting.

- What colors do you think the artist mixed together when creating this painting? (red and yellow = orange; blue and red = purple ; yellow and blue = green)
- White is a color. The mice used some white in their painting. The artist used some white in this painting. Where do we see white in this painting? (house, clouds)

RECAP: Color is a characteristic of something or someone that we can see. Can we feel or smell a color? (no) What part of our body do we use to pay attention to color? (our eyes) Colors of paint can be mixed together to create a different color. We read a book about three mice mixing colors when they were painting. What color were the mice when our book ended? (white)



Scaffolding Tips

Extra support ■ In the book reading, children may want to know why the mice would want to hide from a cat (to avoid getting eaten; cats like to eat mice). ■ Point to pertinent pages when you discuss how two colors became a different color when mixed.

Enrichment ■ Remind children that we get the color orange when we mix red and yellow. Ask children what would happen if we also mixed white (a third color) with red and yellow. (the orange would be lighter) What about mixing black with red and yellow? (a darker orange) ■ Remind children that we mixed about the same amount of two different colors. Ask children what would happen if we mixed a smaller amount of one of the two colors. ■ Engage children in a discussion of whether they think artists have their own favorite color.

WEEK

36

DAY

3

Creating Art *continued*



Center Activity

In the art center, place small amounts of red, blue, and yellow paint. Also provide paintbrushes and paper. Encourage children to create their own colors like the mice did in the book.



Family Child Care

Provide materials for children to do additional color mixing. Provide bowls of colored water (water and food coloring), eye droppers, and clear plastic bowls. Encourage children to mix a few drops of one color of water with another color of water to see what color is created. Be sure the colored water is a bold color so when mixed, it is easier to see.



3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify, name, and say the sound of letters K, J, and Y.



Key Concepts

Review: Letter



Materials Needed

*Letter mats (K, J, Y)—1 per child and staff

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

Small cups—1 per child (see Be Prepared)

*Printables provided

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

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

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

EXPLAIN: [Display letter manipulatives.]

Each of us will use uppercase letters K, J, and Y and a letter mat to do our activity.

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

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

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

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

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

The letter K makes the sound /k/, like at the beginning and end of the word "kick." Let's together say the sound of letter K: /k/.

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

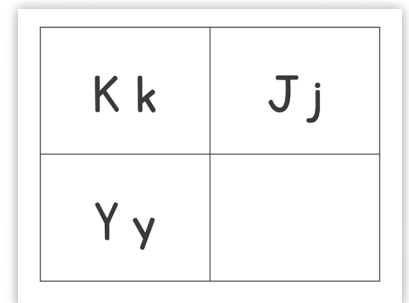
[Help children find the letter K manipulative, if necessary.]

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

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

Let's try another letter!

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



Understanding Letters *continued*



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

RECAP: Today we learned more about letters K, J, and Y. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.



Scaffolding Tips

Extra support ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: “We are looking for letter Y. It has two small slanted lines and then a straight line down.”

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



Center Activity

Play a letter toss game. Tape *small letter cards K, J, and Y in random order on the floor. Provide a beanbag for children to gently toss to a letter card.

*Printables provided



Family Child Care

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

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will recognize different types of shapes including shapes of different size.



Key Concepts

Review: Corner
Equal



Materials Needed

*3-4 sets of basic shape cutouts that vary in size (see Be Prepared)

*Printables provided



Optional Reading

Round is a Tortilla by
Roseanne Thong

Be Prepared: For today's activity, each child will need one shape cutout. The provided shape cutouts for today vary in size. An activity goal is for children to recognize a basic shape regardless of size. You will also need a set of large shape cutouts for yourself.

BEGIN: Yesterday we played *I Have, Who Has?* with numbers 1-20. Today we will play the game again. This time we will use shapes instead of numbers!

EXPLAIN: Let's look at four kinds of shapes we know.

[Display each of the four basic shapes, one at a time. Say the name of each shape when you display it. Ask children to describe each shape.]

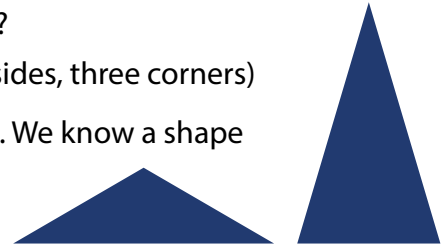


Remember, shapes come in many different sizes. Let's look at some different sizes of triangles.

ASK: [Display two different sizes of triangles side by side.]

- Are both of these shapes triangles?
- How do we know? (three straight sides, three corners)

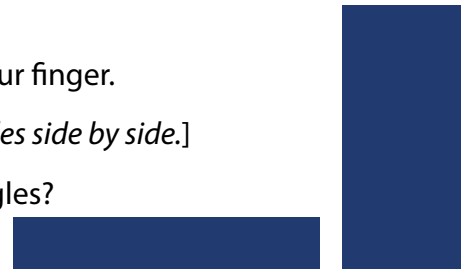
EXPLAIN: Triangles come in many different sizes. We know a shape is a triangle if it has three straight sides and three corners. Remember, a corner is where two sides come together.



ACT: Let's trace a triangle in the air with our finger.

ASK: [Display two different sizes of rectangles side by side.]

- Are both of these shapes rectangles?
- How do we know? (four straight sides, four corners)



EXPLAIN: Rectangles also come in many different sizes. We know a shape is a rectangle if it has four straight sides and four corners.

ACT: Let's trace a rectangle in the air with our finger.

ASK: [Display two different sizes of squares side by side.]

- Are both of these shapes squares?
- How do we know? (four straight equal sides, four corners)



EXPLAIN: There are many different sizes of squares. We know a shape is a square if it has four straight equal sides and four corners. Remember, equal means they are the same.

ACT: Let's trace a square in the air with our finger.

ASK: [*Display two different sizes of circles side by side.*]

- Are both of these shapes circles?
- How do we know? (round, have a curved line)

EXPLAIN: There are many different sizes of circles. We know a shape is a circle if it is round and has a curved line.

ACT: Let's trace a circle in the air with our finger.

EXPLAIN: Each of us will get a different shape for our game.

ACT: [*Give one shape to each child.*]

What is the name of your shape?

Ask your neighbor for help if you do not know the name of your shape.

I will hold up one shape at a time and tell you what it is. Then I will ask the people who have the same shape to pop up and hold up their shape. Remember, there are many different sizes of each kind of shape. Let's try it.

- [*Mix up your set of basic shapes and lay them in a stack in front of you face down.*]
- *Display for children the shape at the top of your stack and say "I have __; who else has __? Example: "I have a circle; who else has a circle?"*
- *Continue until each child has had a turn.*
- *Collect shape cutouts, shuffle them, and pass them out to play again, if time permits.]*

RECAP: Today we played *I Have, Who Has?* again. This time we used shapes for our game!



Scaffolding Tips

Extra support ■ If children need additional experience with a certain shape, give them a different variation of the same shape for each round.

Enrichment ■ Invite children to lead the activity with the second stack of shape cutouts. Encourage children to lead by saying "I have __; who else has __?" ■ Increase the challenge of the game by saying the name of a shape but not showing the shape cutout you pull from your stack.

WEEK

36

DAY

4

Working with Shapes *continued*

123
Mathematics

123 Center Activity

Place a paper with shapes drawn on it on each of several clipboards. Invite children to be shape detectives as they look around the room for something in each shape. Encourage children to draw the item they found next to the shape on the paper.

Family Child Care

Invite school-age children to lead the activity. Give younger children 2–3 different shape cutouts to put in front of them. They will each get to stand up 2–3 times!



3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of
social and physical
environments

Children will strengthen their awareness of the difference between a need and a want.



Key Concepts

New: Expensive



Materials Needed

Those Shoes by Maribeth Boelts



Also Promotes

Social-Emotional

BEGIN: Last week we went to a pretend ice cream shop. Some of the pretend ice cream cost more pennies than other ice cream. A scoop of white ice cream cost one penny. A scoop of a different color of ice cream cost two pennies.

EXPLAIN: Sometimes we cannot have everything we want.

ASK: What is a reason we might not be able to have something we want? (not enough money)

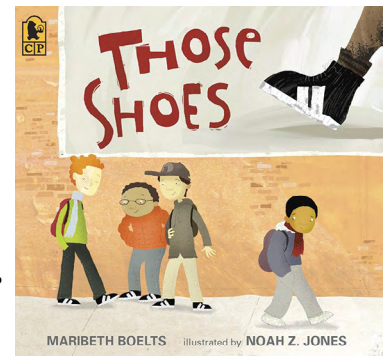
EXPLAIN: We are going to read a book today about a boy named Jeremy who really wants a new pair of shoes. We need shoes to keep our feet warm and to keep from getting hurt. But the shoes Jeremy wants are very expensive. Something that is **expensive** costs a lot of money. Our book is called *Those Shoes*.

[Display book cover.]

Our book was written by Maribeth Boelts and illustrated by Noah Z. Jones.

ACT: [Read the book without interruption unless children ask questions or seem confused. Describe illustrations that directly pertain to the story. At the end of the book reading, use questions, such as the following, to engage children in discussion of needs and wants:

- Why does Jeremy want the shoes? (because all of the other boys have them)
- What does Jeremy need? (boots for winter)
- When Jeremy's shoes begin to fall apart, his grandma takes him to get a new pair. Why doesn't she want to buy the shoes Jeremy wants? (they are too expensive)
- What do Jeremy and his grandma find at the thrift shop? (the shoes he wants)
- When Jeremy gets the shoes, he finds out that it isn't much fun to have them. Why? (they hurt his feet)
- What nice thing does Jeremy do for his friend at the end of the story? (gives his friend his new shoes) Why? (his friend needs new shoes and Jeremy's new shoes are the right size for his friend)]





RECAP: In our book today, Jeremy needed a new pair of shoes because his shoes were falling apart. Jeremy wanted an expensive pair of shoes that his grandmother could not afford to buy. Did Jeremy really need the expensive pair of shoes? (no) Jeremy needed a new pair of shoes, but he did not need an expensive pair of shoes.



Scaffolding Tips

Extra support: ■ Children may benefit from a brief description of a thrift shop. ■ In the discussion of expensive, invite children to describe something they may have wanted that cost a lot of money.

Enrichment: ■ Ask children to tell about a time they really wanted something they did not need.

■ Invite children to describe what they think Jeremy felt when he gave his friend the shoes that did not fit his (Jeremy's) feet?



Center Activity

Provide a small suitcase. Invite children to pretend to take a trip. They can take only three things with them. Fill a basket with various items children may want to take on the trip. Encourage children to choose three things that would be most important to them and explain why. Examples: different types of play food, toys, pillow, crayons, teddy bear, blanket, shoes, sunglasses.



Family Child Care

School-age children may have had experiences in spending money at a store. Encourage school-age children to describe times they wanted something they did not have enough money to buy. What was this like?



3-5 YEARS

Large Group



Skill and Goal

Good Health Practices

Children will understand bones are a part of the body.



Key Concepts

New: Bones
Skeleton
Perfectly
Armor
Poison
Blob

Review: Protect



Materials Needed

Bones by Stephen Krensky



Also Promotes:

Science
Mathematics

BEGIN: We are learning about different body parts that are on the outside and inside of our body.

- What is one body part that is on the outside of our body? (toes, knees, hands)
- What is one body part that is on the inside of our body? (stomach, heart, lungs)

EXPLAIN: Today we are going to learn about bones by reading a book. **Bones** are the hard pieces inside our body that make up our skeleton. A **skeleton** gives a body its shape. This is a picture of a boy's skeleton on the front cover of our book.

[Display book cover.]

Our book is called *Bones*. The author is Stephen Krensky, and the illustrator is Davy Jones. Our book will tell us about different kinds of bones and what they do.

Let's talk about some words that are in our book.

[Discuss and define the words below:]

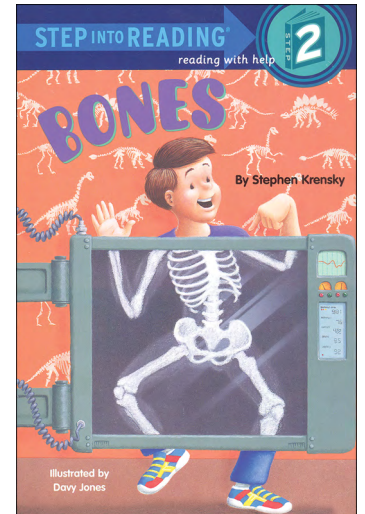
- **Perfectly**—with no mistakes
- **Armor**—special metal clothing that soldiers used to wear to protect their bodies
- **Poison**—something that can hurt or kill things
- **Blob**—something that has no shape]

ACT: [Read the book without inviting talk until you have finished. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text. You may wish to omit the section of the book about dinosaur fossils as this topic will be discussed in Science Week 46.]

EXPLAIN: Our book tells us we have 206 bones in our body. 206 is a very big number! The number 206 is so big it has three numbers in it.

[Display and point to number 206 in book.]

- ASK:**
- What numbers do we see in 206? (2, 0, 6)
 - Last week we talked about our lungs and heart. How do bones help protect our lungs and heart? (there is a flat bone in front of our





heart, there are ribs in front of our lungs) We know that protect means to keep something safe from harm.

- We know it is important to wear a helmet when we ride a bike or tricycle. A helmet protects our brain. How do bones provide a helmet for our head? (there are bones around our brain)

RECAP: Today we read a book about bones. We learned that our bones are inside our body. Our bones grow as we grow and help us move. We have 206 bones in our body. That is a lot of bones!



Scaffolding Tips

Extra support ■ Remind children of the meanings of novel words as you read the words in the text of the book. Example: After reading “some of your bones act as armor” say, “Remember, armor is special metal clothing that soldiers used to wear to protect their bodies.” ■ Draw attention to some joints in children’s bodies, especially their knees. Invite children to feel the bones above and below their knees and to move a leg at the knee.

Enrichment ■ Children might be interested in locating bones in their own bodies. Encourage children to find their skull, bones in their hands, and bones in their arms and legs. ■ Display the book’s illustration of a child looking for bones in an ear. What tool is the child using? (magnifying glass) Why? (a magnifying glass makes things look larger and bones in ear are very small)



Center Activity

If you were able to save children’s completed tracings from last week, distribute to children who are interested in drawing bones that protect our lungs and heart. Children also may wish to draw other bones, especially bones in our legs and arms and bones that protect our head.

Another center option is to provide play dough and several small skeleton toys. Invite children to make skeleton prints in the play dough or mold bones from the play dough.



Family Child Care

A local doctor’s office may be able to provide old skeletal posters. Encourage children to compare the shape and size of the bones. School-age children may enjoy reading the book to younger children as younger children find the bones on the posters or X-rays.



3-5 YEARS

Large Group



Skill and Goal

Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter Y card

Chart paper

Marker

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

*Printables provided

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

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

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

We stretch our bodies into different poses when we do yoga.]

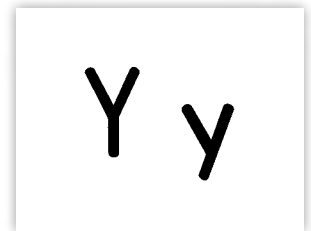
We want to find lowercase letter y in our sentence.

[Display letter card Y. Point to the lowercase y on the card.

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

What sound does the letter Y make?

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



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.

WEEK

36

DAY

5

Understanding Words *continued*



- Repeat the sentence in which the word is used.
- Define the novel word and connect the definition to the book.
- After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:
 - Ask children to describe a picture related to the word.
 - Define a word without naming it and ask children to identify the word.
 - Encourage children to think about a novel word or phrase in another context.
- Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]

3-5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Number knowledge

Children will recognize larger numerals and different types of shapes.



Key Concepts

Review: Neither



Materials Needed

*Shape cutouts from Day 4—1 per child

Chart from Day 1

*Large numeral cards 1–20

*Printables provided



Optional Reading

Quack and Count by Keith Baker

BEGIN: Today each of us will have a shape so we can play *Shape Hokey Pokey*!

[Give each child a shape cutout to hold. Invite children to put their shape in the circle (instead of a body part) as you sing. Sing the song: “You put your square in, you take your square out . . .” Sing the song four times; once for each kind of shape (circle, square, rectangle, triangle). This game is introduced in Week 10, Day 1 as an Enrichment tip.]

EXPLAIN: Let’s talk about some of the things we did with numbers and shapes this week. Let’s look at our chart from Day 1.

- ASK:**
- How many of us had a brother only?
 - How many of us had a sister only?
 - How many of us had both a brother and a sister?
 - How many of us had neither? Remember, neither means you do not have a brother or a sister.
 - Which group had the most?
 - Which had the fewest?
 - Were any of the groups equal?

EXPLAIN: We are learning about numbers 1–20. I am going to hold up some numbers. Let’s say the name of each number I hold up.

ACT: [Hold up some numerals 1–20 out of order, one at a time. Encourage children to name each numeral.]

Now I am going to put some shapes on the floor. Let’s find the shapes I say!

[Spread out shape cutouts on the floor, and call each child to find a shape you name. After children have found the shape, invite them to place the shape on the floor.]

RECAP: This week we practiced counting to 20, making a chart, adding, and naming numbers and shapes. We also know how to find numbers and shapes around us. We are becoming math experts!



Scaffolding Tips

Extra support ■ As you count each group on the chart, point to each mark in the group to help children understand that when we count to find out how many, the last number counted is the total number in the group. ■ Hold up a mix of larger and smaller numbers. If children have difficulty identifying numerals presented in random order, hold up a small sequence of numbers, one at a time. Example: 11, 12, 13.

Enrichment ■ Encourage children to add the two smallest groups on the chart from Day 1 to find the number of children all together. Example: "Let's add the number of children who have a brother only and the number of children who have a sister only."

123 Center Activity

Encourage children to sort play food in the housekeeping center and then count the number of items in each group.



Family Child Care

Take children to the park to practice their math skills. Encourage children to count groups of items, find shapes in their environment, look for numerals on houses and signs, and make movement patterns as they walk!



3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand that some families face difficulties in meeting their needs.



Key Concepts

New: Need
Food bank
Soup kitchen



Materials Needed

Maddi's Fridge by Lois Brandt

*2 pictures as shown



Also Promotes

Social-Emotional

*Printables provided



Optional Reading

Tight Times by Barbara Shook Hazen

BEGIN: Yesterday we read a book about a boy named Jeremy. Jeremy needed a new pair of shoes. Why couldn't Jeremy have the shoes he wanted? (they were too expensive) Jeremy needed a new pair of shoes, but he did not need an expensive pair of shoes.

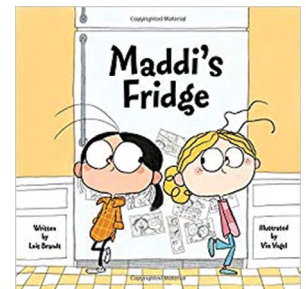
EXPLAIN: Today we will read a book about a little girl who doesn't have the food she needs. A **need** is something we cannot live without. Sometimes families do not have enough money to buy the things they need.

[Display book cover.]

Our book is called *Maddi's Fridge*. It was written by Lois Brandt and illustrated by Vin Vogel.

ACT: [Ask questions, such as the following, during or after the book reading:

- What does Sofia do when she gets hungry while she and Maddi are playing at the park? (runs to Maddi's apartment for a snack)
- Why doesn't Maddi want to get a snack? (she doesn't have any food in the refrigerator)
- Why doesn't Maddi have any food other than milk and bread? (her family doesn't have enough money to buy more food)
- How do you think Maddi feels about not having enough food? (embarrassed, sad)
- How does Sofia feel about Maddi not having enough food? (sad, worried)
- What does Sofia try to do for Maddi? (take food to her)
- Sofia finally tells her mother about Maddi's problem even though she promised Maddi she wouldn't. Why do you think she told her mother? (she was worried, she wanted to help)
- What did Sofia and her mother do for Maddi and her family? (took food to them)]



EXPLAIN: Many people do not have enough money to meet their own needs. An adult in the family may have lost a job or cannot earn enough money to pay for the things the family needs. There are places that help families when they cannot meet their own needs.

[Display picture of a food bank.]



Auburn Alumni Association/flickr/(CC BY 2.0)



A place called a **food bank** gives food to people who do not have enough to eat.

[Display picture of a soup kitchen.]

People can also visit a place called a soup kitchen to get food. A **soup kitchen** serves people a meal to eat. It is called a soup kitchen because many times soup is offered to people.



RECAP: Today we read a book about a little girl who didn't have enough to eat. The family of the girl's friend offered food. We learned there are places in a community that offer food to people who do not have enough money to buy what they need.



Scaffolding Tips

Extra support ■ To help children better understand Maddi's situation, discuss how they would feel if they didn't have enough food to eat.

Enrichment ■ Explain to children that some children are hungry much of the time. How can people help others who cannot meet their own needs?



Center Activity

Set up the housekeeping area like a food bank. Encourage children to pretend to give food to others who are hungry.



Family Child Care

Invite children and their families to help with a Family Child Care food collection. Take children on a trip to a food drop-off location so they can experience helping others in need.

Staying Healthy and Safe



3-5 YEARS

Large Group



Skill and Goal

Good Health Practices

Children will understand the contents and uses of a first aid kit.



Key Concepts

New: First aid kit



Materials Needed

Classroom first aid kit

Doll

BEGIN: [Arrange children sitting in a circle.]

We are learning a lot about our bodies. Yesterday we learned how our bones protect parts of our body. Several weeks ago we talked about ways to keep our skin safe when it is sunny outside.

EXPLAIN: Sometimes we may hurt part of our body. We may scrape our knee when we fall; or we may bump our arm on something.

- ASK:**
- Have you ever hurt a part of your body?
 - What happened?

EXPLAIN: We may need to use special items when we get hurt or become sick very quickly. These items can be found in a first aid kit. A **first aid kit** is a bag or case that holds items that are used to help someone who is hurt or someone who has become sick very quickly.

[Display classroom first aid kit.]

- ASK:**
- Have you ever seen a first aid kit?
 - What kinds of things are in a first aid kit?

EXPLAIN: Only an adult should remove items from a first aid kit.

Today we are going to look at things that are in our classroom first aid kit. We are also going to practice using some of the items on our doll.

[Display doll.]

We will pretend our doll got hurt or sick.

ACT: [Display and describe each item in your classroom first aid kit. You may wish to pass some items around the circle so children can get a closer look. Pass only items that are safe for children to handle. Common items that can be found in a first aid kit include the following:

- *Band-aid®—a sticky bandage that is used when someone has a scrape or cut. A band-aid® helps keep a scrape or cut clean and may help stop the scrape or cut from bleeding*
- *Thermometer—a tool that helps measure someone's temperature*
- *Gauze—a thin fabric that is used to keep a cut or scrape clean and dry*
- *Medical tape—used with gauze to help it fit tightly on a scrape or cut*
- *Latex gloves—used to keep hands clean and germs away from someone who is sick or hurt*
- *Cool pack—a plastic bag filled with a cold material that helps bumps and bruises feel better and helps stop swelling*



- *Antiseptic wipes*—small wet cloths that, when rubbed on a cut or scrape, help to kill germs and keep the cut or scrape clean

Invite volunteer children to use child-safe items on the doll. Examples: invite a child to put a band-aid® on the doll's leg, invite a different volunteer child to pretend to take the doll's temperature.]

RECAP: Today we learned about items in our classroom first aid kit. These items can help us when we hurt a part of our body or we get sick very quickly. Remember, only an adult should remove items from a first aid kit. We do not use our kit for play.



Scaffolding Tips

Extra support ■ To help children better understand when a first aid kit might be used, tell about a time someone got hurt and an item from a first aid kit was used.

Enrichment ■ Invite children to describe a time an adult used an item from a first aid kit to help them when they were hurt or sick.



Center Activity

Provide a shoebox and materials for a pretend first aid kit. Examples: band-aids®, toy thermometer, latex gloves, gauze, medical tape. Place the pretend first aid kit in the housekeeping area and encourage children to pretend they, or a stuffed animal or doll, are hurt or sick.



Family Child Care

Invite school-age children to describe a time they may have broken a bone or required stitches. Explain to younger children that when we break a bone or get a cut that is deep in our skin, we need to visit a hospital. People who work at a hospital may use items that can be found in a first aid kit, such as a thermometer, latex gloves, or antiseptic wipes.