



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)
- The name, sound, written form, and uses of the letter Z (Days 2–5)

123

Mathematics

Counting Things

- Identifying the number that is one more than a given number (Days 1–3)
- Creating a group of items that is one more than a number given (Days 2, 4, 5)



Self- Regulation

See Physical/Health



Social Studies

Exploring Where We Live

- The concept of moving from one place to another place (Days 1, 5)
- Reasons why people move from one home to another home (Days 2, 5)
- How some things are different and some things are the same when we move to a new home (Days 3, 5)
- Packing carefully for a move to another place (Days 4, 5)



Creative Expression

Being Creative

- Some creative ways to use letters, words, and pictures to help us understand how different animals move (Day 1)
- Some creative ways to organize pictures in a book (Day 2)
- How illustrations can be used to show the actual size of things (Day 3)



Physical/ Health

Moving Our Bodies

- Practicing galloping (Day 4)
- Practicing hopping (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 Y.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter Y card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

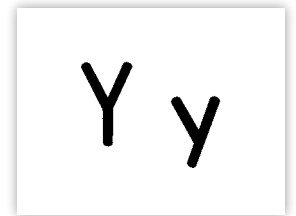
Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words in the book you intend to define for children across three days of reading 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 Y card.]

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

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

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



EXPLAIN: Now let's read a book!

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

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

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that the number that comes after another number is one more.

For Option 2



Key Concepts

Review: One more
Number list



Materials Needed

- *Game cube from Creative Expression Week 11, Day 3
- *Large numeral cards 1–9
- *Number list
- *Printables provided

Option 1: Offer the Week 21, Day 1 activity to review the concept of one more.

Option 2: Engage children in playing a game with a game cube and large numeral cards. Children will perform a movement various amounts of time. This option involves asking children what is one more than the number shown on the large numeral card.

Display the number list. Remind children that a number list shows numbers from 1–10. Remind children that the number that comes after another number is one more. Point to a number on the list and invite children to say what is one more than (number pointed to). Repeat with several other numbers. Put aside the number list.

Display the game cube. Describe each movement pictured on the cube. Explain that our game uses our cube and large numeral cards.

Display the large numeral cards in order from 1–9. Then shuffle the cards so they are in random order. Place the cards face down in front of you.

Invite two children to come to the front of the circle. Invite the first child to roll the cube and describe the movement pictured on top of the cube. Invite the second child to draw the top card off the stack of large numeral cards and say the numeral drawn. Invite all children to say the number that is one more. Then encourage all children to do the movement as many times as the drawn card says; plus one more. Example: “Tasha rolled the movement ‘hop.’ James rolled the number two. One more than two is three. Let’s hop three times!”

Continue until all children have had a turn to roll the cube or choose a large numeral card.





3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand
the concept of moving.



Key Concepts

Review: Move
Community



Materials Needed

None



Optional Reading

Boomer's Big Day by
Constance W. McGeorge

BEGIN: What area in our classroom were you in before you came to our large group area? (computers, housekeeping, bathroom, etc.)

EXPLAIN: We moved from one area in our classroom to another area in our classroom when we joined our large group.

Remember, when we move we go from one place to another place. There are many different types of moves.

- We move from center to center in our classroom (from science center to art center, from housekeeping to outside).
- Sometimes we move to a different classroom (when children get older, when combining classes).
- Some children move from our classroom to a kindergarten classroom in a different school.
- People can move from one home to a different home.

Imagine that you are playing in the block area in our classroom. Now imagine that you moved to the art center to play.

ASK: How is the art center different than the block area?

[*Follow-up prompts, if needed: "What types of things are in the art center and in the block area?" "What can you do in the art center that you cannot do in the block area?"*]

EXPLAIN: Let's think about a family that moves from one home to a different home.

- ASK:**
- Will the family's new home be different than the home the family used to live in?
 - What might be different?

EXPLAIN: A family might move to a different home in the same community. Remember, many neighborhoods together make up a community. A family stays in the same town or city when a family moves to a different home in the same community.

A family might move to a new home in a different community. A family might live in a home off base (post, camp) and then move to a new home on base (post, camp).

A family might move to a new home in a community that is far away. A family might move to a different country.



RECAP: Today we learned that we go from one place to another place when we move. People can move from place to place within a room, or to different classrooms, or to different schools. People can also move from one home to another home. The place we move to is usually different than the place we came from.



Scaffolding Tips

Extra support ■ To emphasize the concept of moving in the opening segment of the session, summarize how some specific children moved from one area to another. Examples: "Tyrone moved from the block area to our group." "Janelle moved from housekeeping to our group."

Enrichment ■ Use a map of your center (one that shows classrooms) or a map of your community to show some locations of places that children might move from and to.



Center Activity

Provide puzzles depicting different types of homes or communities, or other matching/lotto games with a community focus. Examples: community helper puzzle, community helper felt board set, community sorting game, community helper lotto.



Family Child Care

Encourage school-age children in your setting to describe what it was like to move to a new classroom (such as kindergarten) in a school building.

3–5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will be aware of some creative ways to use illustrations, words, and sentences in a book to help a reader understand something.



Key Concepts

New: Slither
Snag
Prey
Waddle

Review: Creative



Materials Needed

Move! by Steve Jenkins and Robin Page



Also Promotes

Language/Literacy

BEGIN: [Display book cover. Point to images as you describe or talk about each.]

Let's talk about what is happening on the cover of our book. What do we see? (a rabbit jumping or hopping, some letters, green grass)

The letter M is on the cover of our book. How is the rabbit using the letter M? (something to jump or hop from, using its back legs)

The letters are not in a straight line. What do we notice about the letters? (letter M is tilted, tipped to the side; the letters o and e are slightly tipped)

EXPLAIN: The cover of our book can make us feel like things are moving. The rabbit is moving. The letters look like they have moved around.

Our book is about moving. It describes how different types of animals move. The cover of our book shows things moving because the book tells us about moving.

[Point to title, letter M, and names as you describe each.]

The title of our book is *Move!*

ASK: What is the first letter of the word move?

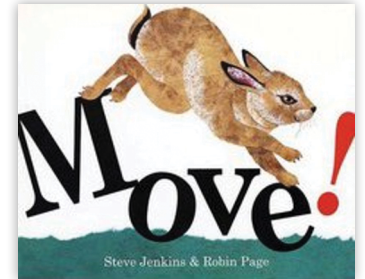
EXPLAIN: Our book was written and illustrated by Steve Jenkins and Robin Page. Here are their names on the cover of the book.

Mr. Jenkins and Ms. Page were creative in making the cover of our book. We know that when we are creative, we use an idea to make or do something new. Mr. Jenkins and Ms. Page had an idea about how to make the cover of a book makes us feel like things are moving.

In our book today, Mr. Jenkins and Ms. Page used words, sentences, and pictures in a creative way to help us understand how animals move.

Let's look at some other creative things Mr. Jenkins and Ms. Page did in putting together our book.

[Display inside cover page that shows penguin standing on letter e. Point to title, letter e, and penguin as you mention or ask about each.]





- ASK:**
- This page shows the title of the book again. What is our book called? (*Move!*)
 - This page shows a penguin. What is the penguin doing? (standing on the letter e)
 - Does the penguin look like it is standing still or getting ready to move? (getting ready to move)

EXPLAIN: Remember, the rabbit on the cover of our book was standing on the letter M. On this page, the penguin is standing on the letter e. Letters are used in a creative way in this book. The letters on this page are straight. They do not look like they have moved. But the page can still make us feel like things are moving because the penguin looks like it is going to move.

[Display pertinent pages and point to the following action words as you mention each: swing, walk, dive, swim.]

The pages of our book tell us different ways animals move. This page tells us about an animal that can swing. The next page tells us about an animal that walks. Here is the word “walk.”

This page describes an animal that can dive. Here is a page about an animal that can swim.

- ASK:** *[Display one or more of the pages with the action words reviewed above. Point to text as you describe word size.]*

Each page of our book has words on it. What do you notice about the words that tell us how an animal moves? (the words that tell how an animal moves are bigger than other words on the page)

EXPLAIN: Mr. Jenkins and Ms. Page help us focus on the words that tell us how an animal moves by making the words bigger than other words on a page.

There is one more way Mr. Jenkins and Ms. Page use words in a creative way in our book.

- ASK:** *[Display any page introduced above and point to the lines of text as you describe them.]*

The sentences do not follow a straight line. How are sentences used in our book? (they follow the outline of a picture, sometimes they look like they are moving)

[Point to and describe text that follows the outline of a picture. Example: “A praying mantis climbs a blade of grass.”

Point to and describe text that looks like it is moving. Examples: On the “fly” page, “then spreads its wings and flies.” On the “leap” page, “a crocodile leaps to snag its meal.”]



ACT: Let's read our book to find out how different types of animals move.

[Read the book. Define the following words as appropriate:

- **Slither** means to slip or slide along. Sometimes animals that slither go from side to side.
- **Snag** means to catch something.
- **Prey** is something that is hunted or killed by another animal for food.
- **Waddle** means to take short steps and sway from side to side.]

RECAP: [Show book cover.]

Have you ever seen something jump from the top of a letter? Our book shows some creative ways to use letters, words, and pictures to help us understand how different animals move. The cover of our book makes us feel like things are moving. The book describes ways that different animals move. Two of the ways animals can move are to slither and to waddle.

[As a transition, suggest that children slither or waddle to their next location.]



Scaffolding Tips

Extra Support ■ If you anticipate the repeated use of the author/illustrator names (Mr. Jenkins and Ms. Page) will be too challenging for some children to comprehend, explain in the opening segment (when you introduce them as author and illustrator) that we will call them the authors of our book. Then use the word "authors" instead of their names. ■ Children may ask about some of the animals. See the two pages at the end of the book for information on animals featured in the book.

Enrichment ■ In the discussion of the book cover, explain that the red symbol is called an exclamation point. An exclamation point is used at the end of a word or a sentence. The exclamation point means there is a lot of emotion in the word or words. We know that happy and sad are emotions. Does the rabbit look happy about jumping? The exclamation point adds a different color to the book cover (red). ■ In the discussion of the second title page (which features a penguin), ask how the picture of the penguin makes us think it is ready to move. (one leg is partially lifted, one arm is lifted, head is looking away)



Center Activity

Provide paper and drawing tools for children to make the cover of a book about one of the ways animals can move (swim, climb, leap, float, etc.). Help children write the action word on their paper, if they wish. Another option for a center activity is to provide the *Move!* book for children to enjoy. Some children may wish to use a finger to trace text lines.

WEEK
37

DAY
1

Being Creative *continued*



Family Child Care

Invite a school-age child in your setting to help you read the book by saying the action words (swing, walk, dive, etc.) as you introduce new pages.

WEEK
37

DAY
2

Understanding Letters



Language/
Literacy

3–5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify and name the letter Z.



Key Concepts

Review: Zigzag



Materials Needed

Chart paper

*Letter Z card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn a different letter of the alphabet.

[Display letter Z card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase Z.

We can also write the letter Z like this.

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

This is a lowercase z.

We are learning about how artists use lines to create art. We know that a zigzag line is a line with short, sharp turns or corners. Let's make a zigzag line with our finger!

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

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

Let's all say the word "zigzag."

[Invite a volunteer child to point to both letter zs in the word "zigzag."]

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

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



Understanding Letters *continued*



If a child indicates there is a letter Z 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 z that appears somewhere else in a child's name.]

RECAP: Today we learned about the letter Z. What word begins with the letter z? (zigzag)



Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase Z, turn your back to children and lead them in making the letter Z in the air with their arm and hand. ■ You may wish to briefly review the zigzag line introduced in Creative Expression Week 35, Day 1.

Enrichment ■ Share with children that the letter Z is made with a zigzag line.



Center Activity

Provide *letter picture cards familiar to children. Encourage children to name letters and the sounds they make in each word.

*Printables provided



Family Child Care

Invite school-age children to share alphabet books with younger children. Examples: *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault and *Eating the Alphabet: Fruits & Vegetables from A to Z* by Lois Ehlert. Encourage younger children to point to and name letters they know.

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of one more.

For Option 2



Key Concepts

Review: One more



Materials Needed

2 dice

Small counters of the same size and color—13 per child

Option 1: Offer the Week 21, Day 3 activity to review the concept of one more.

Option 2: Engage children in rolling two dice and naming the numeral that is one more than the number of dots shown on the top of the dice. This option includes making a group of counters that is one more than the amount of dots shown on top of the dice.

Remind children that the number that comes after another number is one more. Invite children to make groups of counters that are one more than the number of dots shown on the dice.

Show two dice. Invite one child to roll the die. Invite another child to count the number of dots on the tops of both die. Invite all children to say the number that is one more than the number of dots shown on the two dice. Demonstrate making a group of counters equal to one more than the number of dots on top of the dice.

Give each child 13 counters. Invite children to place the counters in front of them. Remind children that each of us will make a group of counters that is one more than the number of dots on top of the dice.

Give the first child two dice. Encourage the child to roll both dice and say aloud the number of dots all together. Then invite all children to say the number that is one more than the total number of dots. Encourage all children to count out from their group of counters the number of counters that is one more than the total number of dots all together. Then encourage children to put all of their counters together for another round. Continue until all children have had a turn to roll the dice.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand there are different reasons why people move from one home to another home.



Key Concepts

Review: Move



Materials Needed

None



Optional Reading

Two Homes by Claire
Masurel

BEGIN: We are learning about moving. One type of move happens when we move from one home to a different home.

- ASK:**
- Who has moved to a new home?
 - What happened?

[Encourage children to describe their experiences with moving to a new home.]

EXPLAIN: Families move from one home to a different home for different reasons.

- A family member might get a new job that is too far away to stay in the same home. Sometimes a family member gets a job far away in a different country.
- A family might move because the family gets bigger. A family might have a new baby or a relative might come to live with them. The family may need more space to live in.
- A family might move because some family members don't live together anymore. Sometimes a mom/dad moves to a new home and the other parent still lives in the same home with the children. Children may spend time at both homes.
- A family might move to a new home if they want to be in a different place. The family might want to live closer to a different school in the same community. A family may decide to live in a place that has warmer weather or is near a favorite place, like the ocean.

ASK: Who can tell us a reason why your family moved or why someone you know moved to a new home?

RECAP: Today we talked about why people move from one home to a different home. There are many different reasons why people move from one home to another home.



Scaffolding Tips

Extra support ■ Explain that a “reason” is why something happened. ■ You may wish to describe your own reasons for a move. Examples: “My family moved when I was younger because a new baby was added to our family. We needed a bigger house.” “I got a new job and moved to a different home so I could live near my job.”

Enrichment ■ Invite children to think of additional reasons why a family might move. Examples: something happened to their house, or a parent deployed.



Center Activity

Add *Houses and Homes (Around the World Series)* by Ann Morris to your library center. Encourage children to describe things they see in the book that are similar to and different than their own homes, or homes of family members.



Family Child Care

Invite preschool-age and school-age children in your setting to ask their parents about a reason for a move. Write down the reasons and talk with children about reasons that are the same and reasons that are different.

3–5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will be aware of some creative ways to organize book illustrations to help a reader learn new information.



Key Concepts

New: Scoop
Capture

Review: Organize
Creative



Materials Needed

Move! by Steve Jenkins and Robin Page

What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page



Also Promotes

Language/Literacy
Science

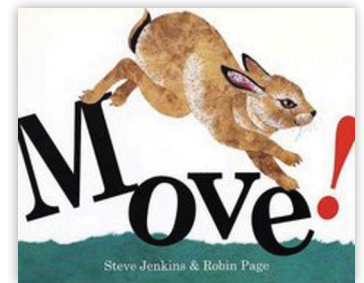
Be Prepared: This activity focuses on the creative design of a book, including the use of illustrations. The activity's first segment pertains to book features. The second segment involves reading the book. Five different animals are included for each of six different body parts (total: 30 animals). For each of the six body parts, we suggest you read selectively by describing animals of interest to children in your group. For background information on the animals, see the four pages at the end of the book.

The activity plan uses the words “picture” and “illustration” interchangeably. Also, the activity plan frequently refers to a “page” in describing various illustrations but in most cases the illustrations span two adjacent pages.

BEGIN: [*Display cover of Move!*]

We read and talked about this book yesterday. The book described some different ways that animals move. The book used letters, pictures, and words in creative ways to help us learn how animals move.

[*Point to book features, or invite a child to point to book features, as you recall each.*]

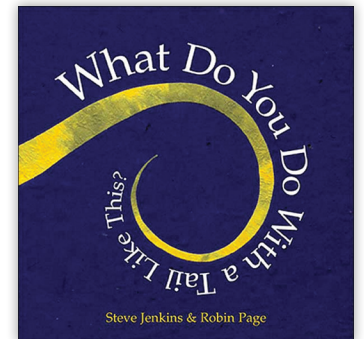


Remember, the cover of our book yesterday shows a rabbit jumping from the letter M. The words on the pages that tell how animals move are written in big letters. Some of the sentences in this book follow the outline of a picture.

The book we read yesterday was written and illustrated by Steve Jenkins and Robin Page. Today we are going to read and talk about another book by Mr. Jenkins and Ms. Page. Our book for today also uses some creative ways to help us learn about animals.

ASK: [*Display cover of What Do You Do With a Tail Like This?*]

- What do we see on the cover of our book? (words, a curly thing that some children may identify as a tail, names of author and illustrator)
- The curly thing is a tail. Can we tell from the cover of our book what animal has a tail like this? (no)
- What did Mr. Jenkins and Ms. Page do with the words on our cover? (put them around the tail)
- The title of our book is *What Do You Do With a Tail Like This?* Does the book cover help us get interested in the book?





EXPLAIN: Mr. Jenkins and Ms. Page want us to be interested in this book. They want us to open the book to learn more. The cover of the book shows a tail but does not show the animal that has this tail. The title of the book asks a question about a tail. We need to open the book the find out what animal has a tail like this and how the animal uses the tail.

ASK: *[The following questions are intended to promote children's interest in the book topic, not guess correct responses. Support children in generating as many different ideas as they wish.]*

- What animal might have a tail like this?
- How would an animal use a tail like this?

EXPLAIN: Several weeks ago we talked about some parts of our own bodies. This book tells us how some animals use parts of their bodies.

We learn information in a book by looking at pictures or illustrations and by listening to (or reading) words and sentences. Mr. Jenkins and Ms. Page organized information about the parts of animals' bodies in a creative way. We know that information is put in a specific place or order when it is organized. In our book today, information about animals' bodies is organized by different body parts.

Let's look at how information on noses is organized in our book.

The noses of five different animals are shown on this page. Let's count the number of noses together.

[Display and describe page that shows five different animal noses. Point to each pictured nose as you lead children in counting.]

We do not know what animals have the noses shown on this page. The page asks a question: "What do you do with a nose like this?" We can make guesses about the answer to this question. The answer to this question is not included on this page.

We can learn which noses belongs to which animal and how an animal uses its nose by turning to the next page in our book.

[Display page that shows and describes five animals and their noses.]

We can match animals to their noses on this page. The noses shown on the other (prior) page are parts of the animals shown on this page.

[Point to one nose on the page with five noses and then show on the next page which animal the nose belongs to.]

ASK: *[As part of asking the following question, show again the page with five noses and then the next page with five animals to which the noses belong. The intent is for children to compare size of illustrations.]*

Which page shows a larger picture of an animal's nose? (page with five noses)



EXPLAIN: Putting together the illustrations of five noses helps us see each nose better than when a nose is shown as part of its animal. A nose is bigger when it is the only thing in an illustration.

[Turn to page that shows five tails. Point to long tail when you describe it.]

Some parts of animals are so big that only some of the body part can be shown in our book. Please look at this illustration of a tail. We can see only part of the tail in this illustration because it is so long.

[Turn to the page that shows five sets of eyes. Point to particularly large eyes when you discuss them.]

Here are illustrations of animals' eyes. Five sets of eyes are shown here. Some of the eyes are large. The illustrations help us focus on the eyes of some animals. We can see things in these illustrations that we cannot see in smaller illustrations of animals' eyes.

[Turn to page that shows five animals to which the eyes belong. Again, the intent is for children to compare the size of the illustrations.]

The eyes belong to animals shown on this page. There are five animals for the five sets of eyes shown on the other (prior) page. Mr. Jenkins and Ms. Page organized the eyes the same way they organized the noses and other body parts described in our book. First we see different types of the same body part. We do not know which type belongs to which animal or how the animal uses the body part. Then we turn the page and see which animals have the body part.

ASK: *[As part of asking the following question, show again the page with five sets of eyes and then the next page with five animals to which the eyes belong. The intent is for children to compare size of illustrations.]*

Which page tells us more about what different animals' eyes look like: the page that shows us five sets of eyes or the page that shows us which animals belong to the eyes? (the page with illustrations of five eyes)

EXPLAIN: Some of the words and sentences in our book are organized like some of the words and sentences in the book we read yesterday.

[Turn to page that shows five animals and their tails. Point to features described below.]

This is a picture of a skunk. A skunk can make a stinky spray. Please look at how the words near the skunk's tail are organized to look like spray coming out of the skunk.

Please also look at how a sentence follows the outline of a lizard. We saw sentences used like this in our book called *Move!*

Being Creative *continued*



ACT: Now let's read parts of our book. There are many animals in our book. We can learn about animals that are of interest to us. Our book helps us learn about six different parts of animals: nose, ears, tail, eyes, feet, and mouth.

[Read the book as suggested in Be Prepared. Define the following words as appropriate:

- **Scoop** means to pick up something.
- **Capture** means to catch something.]

RECAP: Today we talked about a creative way to organize information in a book. Our book was about parts of animals' bodies. Steve Jenkins and Robin Page wrote and illustrated our book. They organized the book to first show different types of the same body part. Then there was a page that showed what animals belonged to which body part. The page that showed only body parts helped us look more closely at the body parts. This page also made us guess which animal belonged to which body part. Why? (because the page that showed body parts only did not show the animal)



Scaffolding Tips

Extra Support ■ When you remind children that we recently talked about our own body parts (Physical/Health Weeks 35 and 36), encourage children to touch or point to their nose, ears, eyes, feet, and mouth. These parts are among those discussed in today's book. Also, ask if we have a tail.

Enrichment ■ As you read about animals of interest to children in your group, emphasize that animals used their body parts in different ways. Example: the giraffe used its tail to brush away flies and the monkey used its tail to hang from a tree.



Center Activity

Provide today's book and yesterday's book (*Move!*) for children to compare how Steve Jenkins and Robin Page used pictures, words, and sentences in creative ways. Encourage children to find pages in the two books that are similar and different in how words and sentences are used.



Family Child Care

In advance of reading the book, you may wish to help a school-age child in your setting learn about a particular animal in the book (see last four pages of the book) and then tell about the animal when you read the book with younger children.



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 Z.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter Z 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 Z card.]

What is the name of this letter?

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

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

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

Small Group



Skill and Goal

Number knowledge

Children will identify a number that is one more than a displayed number.

For Option 2



Key Concepts

Review: One more



Materials Needed

- *Large numeral cards 1–10
- *Large numeral cards 1–9 for staff use
- *Printables provided

Option 1: Offer the Week 22, Day 1 activity to review the concept of one more.

Option 2: Offer an activity in which children individually identify a numeral card that represents one more than a displayed numeral card.

Be Prepared: If more than 10 children participate in the activity, use an additional set of numeral cards so each child in the group holds one large numeral card. This arrangement means that more than one child will hold the same numeral card.

Encourage children to remind us what is one more. (the number that comes after another number is one more)

Give each child one large numeral card (from 1–10). Invite each child to display and say the number he/she is holding. Place in front of you a set of large numeral cards organized in random order. Draw the top card from your set and place it on the floor (table) where all children can see it. Invite children to say the number on the card. Then encourage the child holding the numeral card that is one more than the displayed numeral card to place his/her card next to the number shown. Encourage the child to say the number on his/her card. Then place both cards to the side.

Repeat until all children have had a turn to place their large numeral card next to a large numeral card that you draw. If time permits, offer another round with shuffled cards (with the intent of children receiving a different card in this round).



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand that some things are different and some things are similar or the same when people move to a new home.



Key Concepts

Review: Move
Similar
Different
Desert



Materials Needed

*6 pictures as shown

*Printables provided



Optional Reading

The Leaving Morning by
Angela Johnson

BEGIN: We know that when we move, we go from one place to another place.

EXPLAIN: Today we will learn that some things are different and some things are similar or the same when people move to a new home. Remember, when things are similar they are like each other but not the same. Things that are different are not the same.

- ASK:**
- If a child moves to another classroom, what things might be different? (children, teachers, toys, routines, etc.)
 - What things in a new classroom might be similar to the classroom the child moved from? (cubbie, art center, block center, bathrooms, outdoor area, etc.)

EXPLAIN: Let's learn about some children who recently moved to another home.

[Display picture of Jason. Read or use your own words to tell about Jason's move.]

This is a picture of Jason. He is four years old and lives with his mom. Jason's mom wanted to live closer to where she works. Jason and his mom moved from their apartment to another apartment that was closer to his mom's job. Jason carefully packed up his dinosaur book collection, dinosaur posters, and all of his dinosaur figures to move to his new bedroom.



Jason and his mom still live in the same community, but in a different apartment. Their new apartment is near Jason's preschool program. Jason did not move to a different preschool program when he moved with his mom to a different apartment.

Jason and his mom still go to their favorite pizza restaurant. Jason goes to the same library for Saturday morning story time with his favorite librarian.

When Jason moved into the new apartment, he met a family with twin girls who love dinosaurs as much as he does. The girls invited Jason to play at their home with their dinosaurs.

[Display picture of an apartment building and an apartment complex, one at a time as indicated below.]

This is a picture of the apartment building Jason and his mom moved to. Here is a picture of the apartment Jason and his mom used to live in.

- ASK:**
- How are Jason's old apartment and new apartment similar? (many windows, more than one floor)
 - How are they different? (one is taller, one has garages and balconies)
 - What kinds of things did Jason do at his new home that were the same as what he did at his old home? (go to the same preschool, go to the library, eat pizza at the same restaurant, play with dinosaurs)
 - Jason still got to be with his friends at the preschool program and at the Saturday library time when he moved. Did he make any new friends? (yes, twin girls who also liked to play with dinosaurs)



Chicago Crime Scenes/flickr/(CC BY-NC 2.0)



EXPLAIN: *[Display picture of Nakita. Read or use your own words to tell about Nakita's move.]*

This is a picture of Nakita. She is three years old. Nakita lives with her mom, dad, and a brother who is one year old. The family moved to another home because her dad received a new military assignment. The family moved far away to a community that is near a desert. Remember, a desert is a very dry place where many plants cannot grow.



Nakita helped pack her favorite stuffed animals, rock collection, and her bicycle to take to her new home. The family could not bring Nakita's swing set to their new home because it was too big to pack up.

[Display picture of duplex.]

Nakita's family used to live in a duplex on a military installation. Another family lived next door.

[Display picture of single-family home next to picture of duplex.]

This is a picture of the home Nakita and her family moved to. There are some desert plants in the front yard.



NNECAPA Photo Library/flickr/(CC BY 2.0)



- ASK:** How are the two homes different? (duplex has another home next door, one has grass in front, one has rocks and a cactus in front, one has a garage)



EXPLAIN: There is a park near Nakita's new home. The park has a big swing set that Nakita can play on. The swing set is much bigger than the swing set Nakita had at her old home. The park also has a path where Nakita can ride her bicycle.

Nakita now goes to a different child care center.

ASK: Why does Nakita go to a different child care center? (because her new home is far away from where her family used to live)

EXPLAIN: Nakita's mom took her to visit the new child care center before she started her first day. Nakita met her teacher, Ms. Sandra. Ms. Sandra showed Nakita the classroom. The classroom has a block center, art center, and housekeeping area, just like the classroom she used to be in. Nakita found her cubbie with her name on it, just like she had at her last child care center.

Nakita's new classroom has an aquarium with fish. Her old classroom did not have an aquarium. Ms. Sandra asked Nakita to help another child feed the fish on her first day.

Ms. Sandra introduced Nakita to Luis. Luis was Nakita's helper during her first week in the new classroom. All children who are new to the classroom get a helper who shows a new child how the classroom works.

- ASK:**
- Nakita and her family moved to a different home in a new community. What things did Nakita get to do at her new home that were the same or similar to what she did at her old home? (play with stuffed animals, ride her bicycle, have her favorite jelly and crackers)
 - What things did Nakita get to do at her new home that were different than what she did at her old home? (play on a bigger swing set, feed fish at her new child care center)

RECAP: The home a family moves to is different than the home a family moves from. But not everything is different. Some things in the new place are the same or similar to things where a family used to live.

More things were different for Nakita at her new home than were different for Jason at his new home. Why? (because Nakita moved to a different community, Jason stayed in the same community)



Scaffolding Tips

Extra support ■ Some children may not be familiar with the concept of floors in an apartment building. Point out the floors in a picture of an apartment. ■ If children seem unfamiliar with the types of housing included in this activity, review Social Studies Week 10.

Enrichment ■ Encourage children who have experienced a move to think of their home right now and then think of things that might be similar to or different from where they lived before.



Center Activity

Provide a car mat and toy cars in the block center. Encourage children to build things they would find in a community or neighborhood. Examples: store, church, school, library, park.



Family Child Care

Encourage children to pretend their family moved to your home. What would be different and what would be the same or similar if their family lived in your home compared to where they live now?



3–5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Children will understand how illustrations can be used in a book to show actual size of things.



Key Concepts

New: Actual

Review: Size



Materials Needed

Actual Size by Steve Jenkins



Also Promotes

Science

Mathematics

Be Prepared: Use the last four pages of the book for your own background information on animals featured in the book. You may wish to include some of the information in discussions with children about illustrations.

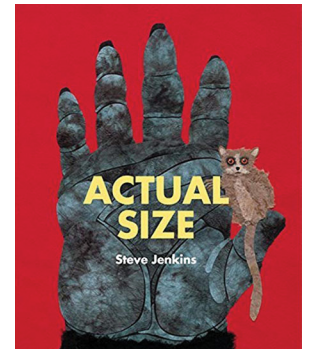
BEGIN: We are learning about creative ways to use illustrations and words to help readers of a book learn about something. Today we are going to read and talk about a book that shows the size of animals or a part of an animal. We know that size means how big or small something is. Our book was written and illustrated by Steve Jenkins. He was one of the authors and illustrators of the two books we read earlier this week about creative ways to help readers learn about animals.

- ASK:**
- What are some big animals?
 - What are some small animals?

EXPLAIN: [*Display book cover. Point to each illustration as you describe it.*]

The cover of our book shows a small animal and the hand of a very big animal. The small animal is a monkey. The hand is a gorilla's hand.

The illustrations of a monkey and a gorilla's hand show their actual sizes. **Actual** means real or true. The cover of the book shows that the gorilla's hand is much bigger than the entire monkey. The monkey is sitting on the gorilla's thumb.



The book cover also tells us that the gorilla is so big that only its hand can fit on the cover of our book. Remember, our book today shows the actual size of animals or parts of animals.

- ASK:**
- How much larger is the gorilla's hand than our hand?
 - Is the monkey bigger or smaller than our hand?

EXPLAIN: Let's find out by putting our hand on top of the illustration of a gorilla's hand and then on top of the illustration of the monkey on the cover of our book.

ACT: [*Demonstrate by placing your hand on the book cover twice: first on the gorilla's pictured hand, and then on the monkey illustration. Pass around the book so children, one at a time, can place a hand on top of the illustration of a gorilla's hand, if they wish.*]

Encourage children to tell about the size of their hand in relation to the two illustrations on the book cover, using terms such as bigger, smaller, or the same.]



EXPLAIN: Many of the animals illustrated in our book are too big to be shown on one page. The book shows parts of animals that cannot fit on the page of the book. One part of an animal shown in our book is so long that Mr. Jenkins used three pages to show its actual size. Another animal illustrated in our book is so small we might miss it if we turn the page too fast.

ACT: Let's find out how Mr. Jenkins used illustrations to show the actual sizes of some animals or parts of animals.

[Share the book by emphasizing the size of illustrations and what they show. You may wish to use your own words to describe some of the animals or animal parts. Point to and describe characteristics of animals or animal parts. Give children time to look closely at and talk about the rich illustrations.]

Draw attention to features previewed in the introduction to the book: some illustrations show parts of an animal too big to be shown in actual size in the book; one illustration requires three pages; the smallest animal illustrated in the book is so small we might miss it.]

RECAP: Today we talked about another creative way to help readers of a book learn about animals. Our book today shows the actual size of animals or parts of animals. Could the actual sizes of our own bodies be shown in a book like this? (no!) Why not?



Scaffolding Tips

Extra Support ■ If children seem hesitant to touch the book cover or look at some illustrations that frighten them, positively recognize their response and offer assurance that we are looking at pictures, not real animals. The book will not hurt us. ■ Point out how some of Mr. Jenkins' illustrations draw our attention to the animal's eyes.

Enrichment ■ Invite children to think of classroom items that could or could not be illustrated in full size in a book like *Actual Size*. If an item could not be illustrated in full size, what interesting part of the item could be illustrated? ■ If children are familiar with some of the units of measurement reported in small type on each page, share this information as part of your discussion of an illustration. You may wish to use a ruler (or encourage a volunteer child to use a ruler) to confirm the book's reported size of some illustrated animals (atlas moth, dwarf goby, tarantula, beetle, walking stick).

WEEK

37

DAY

3

Being Creative *continued*



Center Activity

Provide the *Actual Size* book and several rulers or 12-inch strips of string or ribbon for children to use in exploring sizes of animals or animal parts in the book. Also, ask children to find illustrations of animals in the book (including its cover) that they would be able to hold in their hand.



Family Child Care

Prepare strips of paper that represent the size of some animals illustrated in the book. Write the animal's name or body part on the strip. Do not include large animals like the 23-foot alligator. Invite children to compare the strips to their own bodies. Example: How far up a child's body does a two-foot strip go (anteater tongue)?



3–5 YEARS

Large Group



Skill and Goal

Letter knowledge

Children will understand the name and sound of the letter Z.



Key Concepts

Review: Zigzag



Materials Needed

Chart paper

Marker

*Letter Z card

*4 letter Z picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to learn more about the letter Z.

ACT: [Display letter Z card.

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

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

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

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

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

What is our word that begins with the letter Z? (zigzag) Remember, a zigzag line is a line with short, sharp turns or angles

The letter Z says /z/, just like at the beginning of the word "zigzag." /z/, /z/, zigzag. Let's say that together: /z/, /z/, zigzag.

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



zebra

Philip Bryden/flickr/CC BY 2.0)



zipper



zoo

James Song/flickr/CC BY-NC 2.0)



zucchini

[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 zebra. The letter z 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 Z and write them on our chart. Remember, the letter Z says /z/, /z/.

[Help children by suggesting other words that begin with z. Examples: zero, zap, zip, zoom.]



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

We use three lines to make an uppercase Z. We begin by making a straight line across, then a slanted line, and then another straight line across. When we make the letter Z, we make a zigzag line!

[Give each child his/her letter journal.]

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

RECAP: Today we learned that the letter Z says /z/, just like at the beginning of the word “zigzag.” We made the uppercase (big) letter Z in our letter journal. Let’s say together the sound the letter Z makes (/z/).



Scaffolding Tips

Extra support ■ Use one or both of the picture cards not selected for inclusion in the main activity to help children understand the first letter of the pictured animal or item.

Enrichment ■ Encourage children to write the first letter of their name at the bottom of their paper. Some children may be able to write more than the first letter. Be sure to positively recognize all forms of writing, including scribbles, letter-like scribbles, and initials. ■ During the use of picture cards, ask whether the first letter of the word on the card is an uppercase or lowercase letter. ■ Some children may be interested in your demonstrating and describing how to make a lowercase z. Example: “A lowercase z looks like an uppercase Z, but it is smaller.”



Center Activity

Encourage children to look for letters they know in the classroom. As children find letters they know, invite them to write the letters on a clipboard. Be sure to positively recognize all forms of writing, including scribbles and letter-like scribbles.



Family Child Care

Practice letters during outdoor play. Write children’s names with sidewalk chalk where children can see them. Invite children to hop, jump, or kick each time you say a letter in their name. Invite school-age children to hop, jump, or kick for each letter as they spell their name aloud. Children may also enjoy working in pairs as they pat their hands together for each letter in their name.

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will determine the size of a group that has one more.

For Option 2



Key Concepts

Review: One more
Two more



Materials Needed

5 small blocks

My Granny Went to Market
by Stella Blackstone

*Number list (for extra support)

*Printables provided

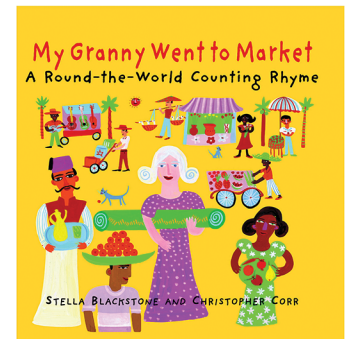
Option 1: Offer the Week 22, Day 2 activity to review the concept of one more.

Option 2: Engage children in determining how many items a book character (Granny) would have if she purchased one more and two more items than shown on various pages of the book *My Granny Went to Market*.

Place three blocks in front of children. Invite a volunteer child to count the blocks. Encourage all children to say how many blocks we would have if we had one more. Encourage children to explain how they know. Repeat this process, asking how many blocks we would have if we added two more.

Introduce *My Granny Went to Market* by displaying the front cover and reading its title and the names of the author and the illustrator. Read the book by pausing on each page that describes what Granny purchased. On each page that describes a purchase, invite children to:

- count together the number of items Granny purchased as you point to each item,
- say how many items Granny would have bought if she bought one more, and
- say how many items Granny would have bought if she bought two more.



If children need extra support in determining one or two more, display the number list and point to the number that represents the number of items Granny purchased. Then ask children to say how many items Granny would have purchased if she bought one more (or two more).



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand that moving involves carefully packing up things a family wants to take to a different home.



Key Concepts

New: Packing
Fragile

Review: Record
Protect



Materials Needed

Chart paper

Marker

Boxes of different sizes

Packing materials
(packing paper, bubble
wrap)



Also Promotes

Language/Literacy

BEGIN: We take our things to another home when we move. Yesterday we learned that Jason packed up his dinosaur collection, and Nakita packed up her favorite stuffed animals and rock collection.

ASK: What kinds of things do you think children would want to take to a new home? (stuffed animals, toys, bed, pictures, books, bicycle, scooter)

[Follow-up prompts, if needed: Encourage children to think of things in different places, such as bedroom, closet, dresser, playroom, outdoors.]

EXPLAIN: I will record our ideas on our chart paper. Remember, when we record something, we write it down.

[Repeat the name of an item as you write it on the chart paper.]

Sometimes a family cannot take all of its belongings to another home. The new home might be small, or things might be too big to move far away.

The things a family moves to a different home need to be packed carefully. **Packing** is putting things in boxes or other containers so things can move safely to a different place.

Boxes come in different sizes.

[Describe and point to boxes of different sizes.]

Let's think about some of the things children might want to move to another home.

[Select 2–3 items from the list of things children would want to move. Point to the written entry on the chart as you ask about it, using the following question for each item.]

ASK: What size of box would we want to use for packing (name item on list)?

[Follow-up prompt, if needed: "Would (name of item) fit in a small box or a bigger box?"]

If the item is too large for the largest box, invite children to suggest ideas about how to pack it. (take it apart, get a bigger box, wrap it up as is)]

EXPLAIN: Some of the items we might want to move are fragile. **Fragile** means something could break easily.

ASK: What is something fragile that a child or family might want to move? (a certain toy, a mirror, dishes, etc.)



EXPLAIN: We need to protect fragile things when we move them. We know that the word protect means to keep something safe from harm. Here are some items that can be used to protect fragile items.

[Display and describe bubble wrap, packing paper.]

ASK: How could we use these items to protect something fragile?

ACT: *[Invite volunteer children to use the bubble wrap and packing paper to wrap several classroom items of your choice. Describe how the items provide some protection when the wrapped item is placed in a box.]*

RECAP: Today we learned that a family's things need to be packed carefully for moving to another place. We talked about things children might want to move. We learned about items that can be used to protect fragile things.



Scaffolding Tips

Extra support ■ Remind children that we are talking about moving other children's things, not our things. ■ When you indicate that some belongings may not be moved, remind children that yesterday we learned that Nakita's swing set was too big to move to a new home that was far away. A family might give away or sell things it cannot move.

Enrichment ■ Invite children to think of large items in the home and how the large items could be packed for moving. Examples: couch, desk, big picture. ■ Share with children that there are special boxes for packing things like the mattress of a bed.



Center Activity

Provide boxes of different sizes and packing items plus a selection of items children can pack in the boxes. Encourage children to pack up items of interest. Encourage them to experiment with packing the items in different-size boxes and what packing material they can use to keep the items safe during a move.



Family Child Care

Provide different-sized packing boxes along with paper and bubble wrap (check with parents to see if they have some of these items from prior moves). Encourage children to practice packing and unpacking items in the child care space. Be sure to identify specific items available for packing practice.

WEEK
37

DAY
4

Moving Our Bodies



3–5 YEARS

Large Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills for galloping.

For Option 2



Key Concepts

Review: Gallop
Freeze



Materials Needed

Music player
Upbeat music (see Be Prepared)



Also Promotes

Self-Regulation

Option 1: Offer the Physical/Health Week 6, Day 4 activity to review galloping.

Option 2: Engage children in galloping while playing *The Freeze Game*. This option involves galloping (instead of dancing) in a familiar game.

Be Prepared: Consider offering the activity outdoors if weather permits and indoor space is limited. One option for upbeat music is “The Freeze” by Greg and Steve on the CD *Kids in Motion*.

Open the session by reminding children how to gallop. We take a large step forward with one foot and leg. We then bring forward our other foot and leg. We start the next gallop with the same foot and leg. Invite a volunteer child to demonstrate.

Remind children how to play *The Freeze Game* (Self-Regulation Week 9, Day 1). Explain that today we will gallop (rather than dance) around the activity area (or outdoors) while music is playing. Ask children what they do when the music stops playing. (freeze) Remind children that when we freeze, we stop what we are doing and hold our body in the position it is in when the music stops playing. You may wish to invite a volunteer child to demonstrate galloping when the music is playing and freezing when the music stops.

The suggested “The Freeze” song by Greg and Steve includes pauses for a freeze. If a different source of music is used, it may be necessary to add pauses.



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 Z.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter Z 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 Z card.]

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

Letter Z says /z/, just like in "zigzag." /z/, /z/, zigzag. Let's together say /z/, /z/, zigzag.

Z z

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

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

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

WEEK

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DAY

5

Understanding Words *continued*



Language/
Literacy

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

3–5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their ability to make a group of counters that is one more than a specific number.

For Option 2



Key Concepts

Review: One more



Materials Needed

Basket
Counters (see Be Prepared)

Option 1: Offer the Week 22, Day 4 activity to review the concept of one more.

Option 2: Engage children in making a group of counters that is equal to one more than the number of counters pulled out of a basket.

Be Prepared: Use your knowledge of children's counting skills to determine what number of counters to place in a basket. Example: Place nine counters in the basket if children can readily identify one more than a given number up to the number 10.

Invite a volunteer child to remind us what it means for a number to be one more than another number. (the number that comes after another number is one more)

Invite each child, one at a time, to reach into the basket with one hand and pull out a handful of counters. Urge the child to leave some counters in the basket. Invite the child to count aloud the counters, pointing to each one as he/she counts. Encourage the child to say how many counters he/she would have if there was one more counter in the group he/she pulled. Then invite the child to make a group of counters that is one more than the number of counters pulled from the basket. The additional counter should be pulled from the basket. Encourage all children to count the number of counters as the selected child points to each.

You may wish to demonstrate the above procedure (perhaps with a volunteer child) prior to beginning the activity.

Continue until all children have had a turn to pull a group of counters from the basket and add one more.

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of the concept of moving.



Key Concepts

Review: Move



Materials Needed

Chart from Day 4

*2 pictures as shown

*Printables Provided



Optional Reading

Let's go see Papa! by Elisa Amado

BEGIN: We are learning about moving. We go from one place to another place when we move.

Every day we move from one place to another place in our classroom. We move around a lot in our classroom.

ASK: How have you moved around in our classroom today?

[Follow-up prompt, if needed: "Did anyone move from the block area to another center in our classroom today? Where did you move to?"]

EXPLAIN: Children can move from our classroom to another classroom in our center or to a classroom in a different center or school.

ASK: Do you know anyone who moved from our classroom to a different classroom?

[Encourage children to describe classroom moves they may know about.]

EXPLAIN: Sometimes children move with their families to a different home. The new home may be in the same community or in a different community.

ASK: What are some reasons why families move to a different home? (live closer to parent's job, parent gets a job or military assignment in a different place, family gets bigger, family members live in different places, etc.)

EXPLAIN: Some things are different and some things are the same or similar when we move from one home to another home.

[Display picture of Jason.]

We learned about Jason this week. He moved with his mom from one apartment to another apartment. They moved because his mom wanted to live closer to her job. Jason stayed at the same preschool program. He went to the same Saturday morning book time at his library. He met twin girls who liked to play with dinosaurs. Remember, Jason really likes dinosaurs.



[Display picture of Nakita.]

We also learned about Nakita this week. Nakita moved with her family to a place far away. The new place is in a desert. The family moved because her dad got a new military assignment. Nakita went to a different child care center. The teacher and children





at the new center helped Nakita learn about the classroom. Nakita got to feed fish in the classroom.

- ASK:**
- What else do you remember about Jason or Nakita?
 - What things were the same for Jason when he moved to a different home? (classroom, Saturday book time at library, favorite restaurant, etc.)
 - Jason could still be with his friends in his classroom and at the library story time when he moved to a different apartment with his mom. Did he meet any new friends? (yes, twin girls in his apartment building who also liked to play dinosaurs)
 - What things were different for Nakita in her new place? (friends, home, fish in her classroom, teacher, etc.)

EXPLAIN: More things were different for Nakita than for Jason because Nakita moved to a community far away from where she used to live. But not everything at Nakita's new place was different. Nakita still lived with all of her family.

[Display chart from Day 4.]

Yesterday we made a list of things children might want to take with them if they move to a new home. I am going to read what is on our list.

[Point to items on list as you read each.]

ASK: What things on our list are fragile? Remember, fragile means that something can easily break or get damaged.

RECAP: We are learning a lot about moving. We know there are different kinds of moves. We move around every day in our classroom. Sometimes children move to a different classroom or to a new home. Some things can be different when we move to a new place. Some things can be the same or similar to the place we moved from.



Scaffolding Tips

Extra support ■ Use pertinent portions of the stories of Jason and Nakita on Day 3 to help children recall information about each child's move. ■ In the discussion of fragile items, ask how fragile things can get packed so they are protected. (bubble wrap, wrapping paper, boxes)

Enrichment ■ Invite children to think of additional ways a new community could be the same as or different than a child's previous community.

WEEK

37

DAY

5

Exploring Where We Live *continued*



Center Activity

Provide magazines or catalogs that illustrate interiors and exteriors of homes, including yards and garages. Invite children to describe pictures of interest and whether the home or its setting has things that are similar to or different from their home.



Family Child Care

Invite school-age children who have recently moved to describe what it was like to move. They may have helped pack their things or moved to a different school.

WEEK

37

DAY

5

Moving Our Bodies



3–5 YEARS

Large Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills for hopping.

For Option 2



Key Concepts

Review: Hop



Materials Needed

2 small traffic cones (see Be Prepared)



Also Promotes

Self-Regulation

Option 1: Offer the Week 7, Day 4 activity to review hopping.

Option 2: Engage children in hopping from a tape line to a cone and back to the tape line. This option involves hopping on the non-preferred foot.

Be Prepared: Place two pieces of tape on the ground near each other to mark two starting points. Place a cone about five feet away from each of the pieces of tape. An alternative to a traffic cone is a two-liter bottle filled with sand.

Invite a volunteer child to remind us how we hop. (we move our body with one foot and one leg) Invite another volunteer child to demonstrate. We use the same foot and leg to go up and down. We lift our other foot and leg off the ground while we hop.

Invite children to play a noncompetitive game of hopping to and from a cone. Point to the tape on the floor and explain that the tape is our starting point. Point to the cone and explain that we will hop to the cone and put both feet on the ground. Then we will return to the tape line by hopping on our other foot. Hopping on the non-preferred foot will be more difficult. Putting both feet on the ground at the point of reaching the cone will help children regain their balance. It is fine if some children want to return to the tape line using their preferred hopping foot.

Form two groups of children and invite each group to stand behind different areas of the tape line. Invite a child from each group to hop to the cone, put both feet down, and then hop back on the other foot. Continue inviting children to hop, one at a time, until all children have had a turn to hop to and from a cone. Increase or decrease challenge by moving a cone further from or closer to the tape line.