



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 Q (Days 2–5)

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Mathematics

Counting Things

- Splitting a group of items into two and three parts (Days 1–3)
- Making two parts equal (Day 1)
- Determining the missing part of a group of items (Days 3, 4)
- Determining the number of items in a whole group by counting together the items in its two parts (Day 5)



Self- Regulation

See Physical/Health



Social- Emotional

See Social Studies



Social Studies

Exploring Where We Live

- People who can help a family move to a different home (Days 1, 5)
- Ways to transport a family's things to another home (Days 2, 5)
- Types of feelings we may have when we move (Days 3, 5)
- Ways to say goodbye when a child leaves a classroom (Days 4, 5)



Science

Exploring Earth and Space

- Difference between daytime and night (Day 1)
- Characteristics of the sun and the moon (Day 2)
- How a shadow is made (Day 3)



Physical/ Health

Moving Our Bodies

- Practicing balancing our bodies (Day 4)
- Practicing turning and bending our bodies (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 Z.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter Z 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 Z card.]

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

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

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

Z z

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 when a group of items has been split into two parts, the two parts together will equal the number of items in the original group. Children also will strengthen their understanding of how to make two parts equal.

For Option 2



Key Concepts

Review: Whole
Split
Part
Equal



Materials Needed

None

Option 1: Offer the Week 27, Day 2 activity to review the concepts of whole, split, part, and equal.

Option 2: Engage children in splitting a group of items into two parts. This option includes determining how many more are needed to make the parts equal.

Arrange children in a circle. Invite two girls and four boys to stand together in front of the circle. Lead children in counting aloud the children (boys/girls) as you lightly tap each child on the shoulder. State the number of children when you finish counting. Explain that the six children are a whole group.

Split the group by inviting the boys to stand together and the girls to stand together. Remind children that when we split something, we divide it into smaller parts. Invite a volunteer child (who is not in one of the two groups) to lead children in counting the four boys who are standing. Invite a different volunteer child (who is not in one of the two groups) to lead children in counting the two girls who are standing. Remind children that (a) each small group is a part of the whole group, and (b) a part is a piece of something, but not all of it.

Ask whether the number of children in the two groups equals the number of children in the original whole group. If children seem uncertain in their response to this question, lead children in counting all children who are standing (the original group). Invite children to say which group (boys or girls who are standing) has more children and how they know. Then invite children to determine how many more girls are needed to make the groups of boys and girls equal. Remind children that equal means groups have the same amount. Add the suggested number of girls to the girl group, and lead children in counting each group separately to ensure the groups are equal.

Continue to invite a group of children to the front of the circle and use the procedures described above. Use different attributes to divide the invited group into two parts. Examples: children wearing shoes with straps and children wearing shoes without straps, children wearing short sleeves and children wearing long sleeves, children who like to eat apples and children who do not like to eat apples. Make sure children know how many children make up the whole before splitting the whole into parts. Continue as time and interest allow.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand who might help a family move to a different home.



Key Concepts

New: Transport
Professional
movers



Materials Needed

*2 pictures as shown

*Printables provided



Optional Reading

Mitchell is Moving by
Marjorie W. Sharmat

BEGIN: Moving to a different home is a big job. Many things need to be packed carefully and then moved to the new home.

EXPLAIN: Usually adults pack things for a move. Some things are heavy. Some things are high up on shelves. Adults can lift heavier things and reach higher shelves than children. Adults can carry heavier things. But sometimes children in a family pack and carry things, too.

- ASK:**
- What things might a child be able to help pack? (clothes, books, toys, stuffed animals, smaller things)
 - What things might a child be able to carry in a move to a different home? (pillows, blankets, stuffed animals, things that are not heavy)

EXPLAIN: Let's pretend we want to move one of the tables in our classroom to a different part of the classroom. The table is heavy and big. It needs to be lifted off the floor when it is moved.

- ASK:**
- Would one of us be able to move the table by ourself? (no)
 - What could we do to move the table? (ask someone to help)

EXPLAIN: Family members usually help one another pack and carry things to a different home. Some heavy things, like tables and refrigerators, need to be picked up by several adults and then transported to a new home. **Transport** means people or things go from one place to another place. Usually a truck is used to transport things to a new home.

People may ask their friends or relatives to help them pack and transport things to a different home. Sometimes friends and relatives cannot help a family move. They may not live near the family or they may be too busy.

Professional movers can help a family move to a different home. **Professional movers** can pack all of a family's things and transport them to the new home.

[Display two pictures of professional movers.]

ASK: What are the professional movers doing in these pictures?

RECAP: Moving to a new home is a lot of work! Family members can help each other pack and carry things. Sometimes friends and



Sunset Removal/flickr/(CC BY 2.0)



Sunset Removal/flickr/(CC BY 2.0)



relatives can help a family move. Professional movers also can pack and transport a family's things to a new home.



Scaffolding Tips

Extra support ■ If children have difficulty thinking of things in a home that children might be able to pack and carry, focus on classroom items. Examples: Would children be able to pack up the books in the library center? Would children be able to carry the art table?

Enrichment ■ Encourage children to think about the weight of things in a box. Children can pack books into a box. They may put 1, 2, or 3 books in a box at a time. But when the box is full, will it be easy for a child to carry the books to a different place?



Center Activity

Provide boxes of different sizes and packing items in the dramatic play area. Encourage children to pretend they are packing up their belongings for a move to a new home.



Family Child Care

Invite children to pretend that your FCC is moving. Be sure to let parents know a day or two ahead that this is part of a learning activity and you are not moving.

Encourage children to look at items and identify things they might be able to pack and transport themselves and things they would need help with. (You might use different colored sticky notes; one color for things children could pack and transport themselves and a different color for things they would need help with.)



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic differences between daytime and nighttime.



Key Concepts

New: Daytime
Sun
Star
Nighttime

Review: Globe



Materials Needed

- *2 pictures as shown
- Prepared chart (see Be Prepared)
- Globe
- Flashlight

*Printables provided



Optional Reading

Day and Night by Robin Nelson



Be Prepared: Prepare a two-section chart similar to the one shown in the activity plan. If you are unable to turn off the lights during today's activity, use the flashlight and globe in a darker area of the room or close the blinds.

BEGIN: Today we will begin learning about daytime and nighttime. Let's talk about what we know about daytime and nighttime.

I will write our ideas on our chart. Our chart has a section for daytime and a section for nighttime.

[Display prepared chart. Say the words as you record them.]

- ASK:**
- What is it like during the daytime? (light outside, people out doing things)
 - What is it like during the nighttime? (dark outside, quiet, fewer people out doing things)

Daytime	Nighttime
	

EXPLAIN: [Display picture of a daytime scene with the sun.]

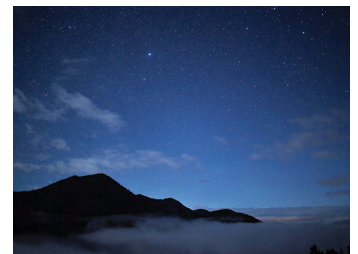
Daytime is when the sun provides light around us. This picture was taken during the daytime when the sun was shining. Sometimes we can't see the sun because there are clouds in the sky. But it is still light outside.



The **sun** is a very big star in the sky. The sun gives us light during the daytime. A **star** is a bright object in the sky.

- ASK:** Where is the sun in this picture?

[Display picture of a scene during the nighttime.]



EXPLAIN: **Nighttime** is when it is dark outside and the sun does not shine. This picture was taken during the nighttime. Sometimes we can see stars in the sky during the nighttime when there are no clouds in the sky.

[Display globe and flashlight.]

Let's see what happens to the sun during the daytime and the nighttime, while using a globe. Remember, a globe is a round map of the earth. We live in this part of the earth.

[Point to your general location on the globe.]



We will pretend this flashlight is the sun. We will pretend it is daytime when I shine the flashlight on the place where we live.

[Dim or turn off lights in the room and shine a flashlight on your location on the globe.]

Now watch what happens when I turn the globe. The earth turns all of the time, but we cannot feel it turning. The sun does not move.

[Continue to shine the flashlight in a fixed position as you slowly turn the globe.]

The place where we live is on the other side now. It is dark where we live now.

The sun (our flashlight) is shining on the other side of the earth. The earth continues to turn. Soon the sun will shine on the side of the earth where we live. It will be daytime again where we live.

[Slowly turn the globe several times with the flashlight shining in a fixed position to demonstrate daytime and nighttime.]

RECAP: Today we talked about daytime and nighttime. We recorded on our chart some things we know about daytime and nighttime. We looked at a globe to compare where the sun is during the daytime and where the sun is during the nighttime.

Scaffolding Tips

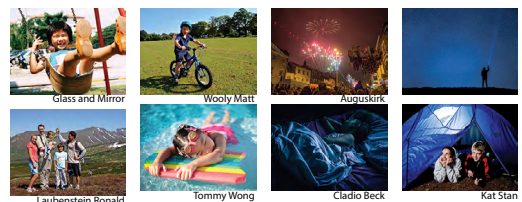
Extra support ■ During the discussion of daytime, draw attention to the presence of light outdoors today, especially if the sun cannot be seen (to emphasize that we do not always see the sun when it is light outside). ■ As you turn the globe, invite a child to keep his/her finger on the place where you live to help children to remember their location.

Enrichment ■ Draw attention to your chart entries by repeating each one during the Recap. ■ Explain that the words "daytime" and "nighttime" are compound words. What are the two words in each compound word?

Center Activity

Supply *pictures of things done during the daytime and things done during the nighttime. Invite children to sort the pictures into daytime and nighttime categories.

*Printables provided



WEEK

38

DAY

1

Exploring Earth and Space *continued*



Science



Family Child Care

If children are present at your setting when the sun rises or sets, point out the sun and encourage children to talk about how this is similar to what they observed about daytime and nighttime in the demonstration using the flashlight and the globe.



3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify and name the letter Q.



Key Concepts

Review: Quietly



Materials Needed

Chart paper

*Letter Q 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 Q card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase Q.

We can also write the letter Q like this.

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

This is a lowercase q.

We know that when we raise our hand quietly, we do not make any sound. Let's practice raising our hand quietly.

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

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

Let's all say the word "quietly."

[Invite a volunteer child to point to letter q in the word "quietly."]

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

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

Understanding Letters *continued*



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

RECAP: Today we learned about the letter Q. What word begins with the letter q? (quietly)



Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase Q, turn your back to children and lead them in making the letter Q in the air with their arm and hand.

Enrichment ■ Invite children to compare an uppercase letter O and uppercase letter Q. Describe how they are the same and different.



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

Encourage all children in your setting to paint letters they know with Q-tips®. Share with children that Q-tip® begins with the letter Q.

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding that when a group of items has been split into two parts, the two parts together will equal the number of items in the original group.

For Option 2



Key Concepts

Review: Whole
Part
Equal



Materials Needed

Counters—12 per pair of children

2 dice per pair of children

*Part-part-whole mats—1 per pair of children

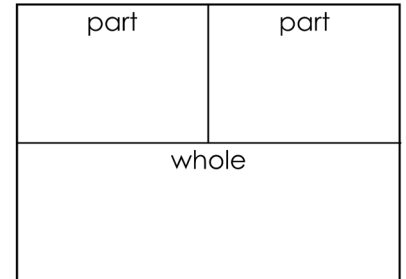
*Printables Provided

Option 1: Offer the Week 27, Day 3 activity to review the concepts of whole, split, part, and equal.

Option 2: Engage children in splitting a group into two parts.

Open the session by asking what happens when we split something. (we divide it into smaller parts)

Display a part-part-whole mat. Point to the words on the mat as you read each. Arrange children in pairs. Give each pair of children a part-part-whole mat and 12 counters. Invite each pair to place its 12 counters in the whole area of their mat. Lead children in counting aloud the 12 counters. Then give two dice to each pair of children.



Invite pairs of children to roll the dice and count the number of dots on the two dice all together. Encourage children to place the number of counters that equal the number of dots on the dice all together in the first part area of the mat. Example: A pair of children rolled a two and a four. All together the dots equal six. The pair of children would place six counters in the first part area.

Then encourage children to move the remaining counters to the second part area of the mat and count the number of counters moved to the second part area.

Ask children how many counters were in the whole area before any counters were moved. (12) Remind children that together the two parts equal the whole group. Encourage children to count the two parts together. Encourage children to move their counters to the whole area and play again as time allows.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand different ways a family's belongings can be transported to another home.



Key Concepts

New: Dolly
Moving van

Review: Transport



Materials Needed

*4 pictures as shown

Dolly (if available)

*Printables provided



Optional Reading

A House for Hermit Crab by
Eric Carle

BEGIN: We are learning how families move from one home to another home. We know that a family's things need to be packed carefully so they safely get to the new home.

EXPLAIN: Today we will talk about how things can be transported to another home. Remember, transport means people or things go from one place to another place.

Let's think about the Williams family. The Williams family lives in an apartment. The family is moving to a different apartment down the hall from where they live now.

- ASK:**
- How could the Williams family transport their clothes or toys to a different apartment down the hall? (carry them)
 - How could they transport their furniture and other heavy things to a different apartment? (carry them)

EXPLAIN: Sometimes people use items made for moving things from one place to a different place. One type of item that can help us transport things is called a dolly. A **dolly** is a kind of moving item that has wheels.

[Display picture of dolly, or actual dolly if available. Point out how boxes are stacked on the dolly for moving.]

Let's think now about the Pedroza family. The Pedroza family plans to move to another home on a different street in the same community. The new home is too far away for pushing a dolly or carrying things on a street or sidewalk.

Here are pictures of some different ways the Pedroza family could move their things to another home.

[Display picture of packed SUV.]

- ASK:** What do you see packed in the back of the SUV? (folding chair, scooter, suitcase, etc.)

EXPLAIN: Some things are too big to put in the back of an SUV like the one shown in our picture.

- ASK:** What kinds of things are too big to fit in an SUV? (couch, large dresser)



EXPLAIN: Sometimes a family's things are transported to another home in a truck or a moving van. A **moving van** is a special truck made for transporting things. The professional movers we learned about yesterday use a moving van.

[Display picture of items being put on a moving van. Point to ramp and dolly as you describe each.]

Here is a picture of people loading things onto a moving van. There is a ramp for moving things onto the van. Look at the man pulling a dolly.



ASK: What kinds of things are people putting on the moving van? (chairs, boxes)

EXPLAIN: *[Display picture of items on back of moving van.]*

This picture shows us what the back of a moving van looks like when things are put in it. The boxes are placed close to each other so they do not move around when the van is traveling.

Look at the long belts (straps) that go from side to side in the truck. The belts are in front of things packed on the moving van.



ASK: What do you think these belts do? (keep boxes and other things from falling)

RECAP: There are different ways to transport a family's things to another home. We talked about transporting things in an SUV and a moving van. We learned about a type of moving equipment called a dolly.

Scaffolding Tips

Extra support ■ Emphasize the concept of "same" when you describe how the Williams family is staying in the same apartment building and the Pedroza family will still live in the same community.

Enrichment ■ Encourage children to think of ways a family's belongings could be moved to a new home across an ocean. (boat)

Center Activity

Provide *A Kiss Goodbye* and other books about moving, especially books that describe feelings related to moving.

WEEK

38

DAY

2

Exploring Where We Live *continued*



Social
Studies



Family Child Care

Provide boxes of different sizes and encourage children to pack up an area of your home and “move” it to another place in your home. Designate a “safe” area for the move.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the sun and the moon.



Key Concepts

New: Moon

Review: Daytime
Sun
Star
Sunburn
Compare



Materials Needed

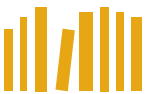
*2 pictures as shown
Science journals
Drawing tools



Also Promotes

Mathematics

*Printables provided



Optional Reading

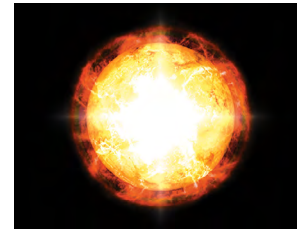
The Sun Is My Favorite Star
by Frank Asch

BEGIN: Yesterday we talked about daytime and nighttime. We learned that during the daytime the sun makes things light outside. Sometimes we cannot see the sun during the day because it is covered by clouds.

- ASK:**
- Can we see the sun during the nighttime? (no)
 - Where is the sun during the nighttime? (other side of the earth)

[Display picture of sun.]

EXPLAIN: This picture of the sun was taken by scientists. We know that the sun is a star. Remember, a star is a bright object in the sky. The sun is like a giant fireball that burns all of the time. It seems bigger than other stars we can see. This is because the sun is closer to the earth than any other star.



Filter Forge/flickr/(CC BY 2.0)

ASK: A while ago we put some ice in the sun.

- What happened to our ice when it was put in the sun? (melted)
- Why did our ice melt? (the sun was warm)

EXPLAIN: The sun can make us very hot! Several weeks ago we talked about how we can get a sunburn on our skin if we stay in the hot sun too long. A sunburn can make our skin turn red and hot.

The sun is very important. Living things cannot grow without the sun. We know that plants use light from the sun to make food.

ASK: When we look outside during the nighttime, what do we see? (moon, stars)

[Display picture of moon.]

EXPLAIN: The **moon** is a large round object that we often see in the sky during the nighttime. The moon is made of rocks. The moon is not a star. Sometimes we cannot see the moon because there are clouds in the sky. Sometimes we can see the moon during the daytime.



Gregory H. Revera/Wikipedia/(CC BY-SA 3.0)

ASK: Have you ever seen the moon in the sky? Tell us about it.

[Display picture of the moon alongside the picture of the sun.]

EXPLAIN: Let's compare our pictures of the moon and the sun. Remember, we look for things that are similar and things that are different when we compare.



The moon and the sun have a similar shape.

ASK: Do the moon and sun look like a circle or a square?

EXPLAIN: We know the sun looks like a burning ball. The sun is very hot and bright because it is always burning. The moon is not as bright as the sun because it is not burning like the sun.

Let's use our science journals to draw pictures of the sun and the moon.

ACT: *[Pass out science journals and drawing tools. Provide pictures of the sun and moon as references.]*

RECAP: Today we learned more about the sun and the moon. We know that the sun keeps us warm and helps things grow. The moon is made of rocks. The sun is brighter than the moon because it is always burning.



Scaffolding Tips

Extra support ■ While children work in their journals, provide verbal guidance without directing or interrupting their efforts. Ask questions that strengthen their understanding. Example: "What color did you use for the sun/moon?" ■ Children may benefit from a brief reminder of how living things need sun (Science Week 15). ■ If children seem unclear about a sunburn, briefly review information introduced in Physical/Health Week 33, Day 4.

Enrichment ■ Ask children what they think would happen if we didn't have the sun. (it would be dark, cold, plants couldn't grow, etc.)



Center Activity

Provide supplies for a puffy moon painting. To make the paint, mix ½ c. glue and 1½ c. shaving cream. Invite children to use their hands to "paint" the inside of a large circle drawn on paper. As the mixture dries, the thicker areas will remain raised. Allow to dry overnight. When dry, the painting will look like the surface of the moon!



Family Child Care

Encourage families to look at the night sky with their children. What differences do they see between the nighttime sky and the sky during daytime?



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 Q.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter Q 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 Q card.*]

What is the name of this letter?

[*Point to the uppercase letter Q on the letter card.*]

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

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

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

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

Understanding Words *continued*



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

3-5 YEARS

Large Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding that when a group of items has been split into two parts, the two parts together will equal the number of items in the original group.

For Option 2



Key Concepts

Review: Whole
Split
Part



Materials Needed

10 counters
Piece of cloth or paper

Option 1: Offer the Week 28, Day 2 activity to review the concepts of whole, split, and part.

Option 2: Engage children in splitting a whole group into three parts and determining how many counters are in a missing (hidden) part.

Display five counters and lead children in counting each counter aloud as you point to each one. Explain that you are going to split the whole group of counters into three parts. Place three of the counters in a volunteer child's open hand. Place one counter in your open hand. Hide the remaining counter under the cloth (or piece of paper).

Remind children that there were five counters in the whole group. Lead children in counting aloud each of the counters in the child's open hand. Count aloud the counter in your open hand. Lead children in counting the counters in both parts all together by counting on. Example: There are three counters in Anna's open hand, there is one counter in my hand. Let's count them all together. Three, four. Then invite children to figure out how many counters are in the missing part.

You may wish to place counters on a table or floor instead of in open hands. It is important for all children to be able to see all counters except the counter(s) that is hidden.

Increase challenge by using a larger number of counters and placing more than one counter in each of three parts (including the missing part).

Exploring Where We Live

Social
Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand types of feelings often associated with a move to a new place.



Key Concepts

Review: Shy



Materials Needed

- *Our Feelings poster
- *Things That Make Us Feel Better poster
- A Kiss Goodbye* by Audrey Penn



Also Promotes

Social-Emotional

*Printables provided

BEGIN: We are learning what it is like to move from one house to another house. Today let's talk about what people might feel when they leave a house and move to a different house.

[Display *Our Feelings* poster and point to pictured feelings you name.]

EXPLAIN: We know about different feelings. We talked about what the children shown in these pictures might be feeling. This child looks happy. This child looks sad.

[Point to picture of child who looks angry.]

ASK: What do you think this child might be feeling?

EXPLAIN: We are going to read a book about some of the feelings people might have when they move to a different home.

[Display book cover.]

The book is called *A Kiss Goodbye*. The author is Audrey Penn. The illustrator is Barbara Leonard Gibson. You might recognize Chester the Raccoon, who is a character in this book. In our book for today, Chester moves to a new tree.

ACT: [Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text.]

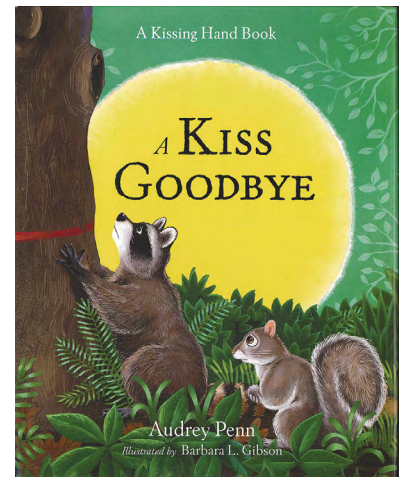
EXPLAIN: Let's look at some illustrations in the book and talk about what Chester might have been feeling.

[Point to book illustrations described below.]

In this illustration, Chester has a frown on his face and his arms are crossed. Here is a different illustration. Chester is leaving his house. He has tears in his eyes.

ASK: What do you think Chester might have been feeling? (sad, angry)

EXPLAIN: Chester liked his house. He did not want to leave his house.



Chester hugged his tree house when he left. Chester also took a piece of bark from inside the tree.

- ASK:**
- Do you think Chester felt a little better about leaving his house when he hugged his house and took a piece of bark with him?
 - Why? (he said goodbye by hugging the house; the bark may remind him of his house)

EXPLAIN: [*Display Things That Make Us Feel Better poster.*]

We know some things we can do to feel better when we are sad. The pictures on this poster remind us of things we have talked about. There are pictures of moving our body, doing quiet things, and being with others.

[*Point to and briefly describe several strategies you believe would be of interest to children in your classroom.*]

A new friend, Cassy, came to visit Chester in his new tree. Chester ducked back down into the hollow of his new tree when he heard Cassy outside. He was feeling shy. Remember, when we feel shy, we may feel a little worried about new places or being with people we do not know. Chester didn't know Cassy and felt shy about meeting her. After meeting Cassy, Chester climbed out of his tree to talk to Cassy and to play with her.

- ASK:** What do you think Chester might have felt when he found a friend to play with? (excited, happy)

EXPLAIN: Chester had different types of feelings about moving to a different house. He felt sad (and/or angry) when he learned he would be moving. Chester also felt shy when he first met Cassy. After talking to Cassy, Chester felt happy about making a new friend to play with at his new house.

RECAP: We can have different types of feelings when we move. We might feel one way before we move and then have different feelings after we move. We remembered some things we can do to feel better when we feel sad.





Scaffolding Tips

Extra support ■ To help children understand they can have two or more emotions about moving at the same time, describe a situation such as the following: A child feels sad about moving to a new home because he/she will miss friends. But the child also feels happy because the new home is closer to a grandma he likes to visit. ■ Children may benefit from a review of the following emotions: happy (Week 10), sad (Week 11), angry (Week 12), excited (Week 14), shy (week 15).

Enrichment ■ Encourage children to describe other times when they felt excited, happy, shy, or sad.



Center Activity

Invite children to use paper and writing tools in the writing center to write and/or draw a message for a pretend friend who is moving away (or has moved away).



Family Child Care

After reading and discussing the book, invite a child who has recently joined your family child care setting to describe how he/she felt about moving. If no children have recently joined, talk about how other children you have known may have felt when they moved.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand how a shadow is made.



Key Concepts

New: Shadow



Materials Needed

Flashlights (see Be Prepared)



Optional Reading

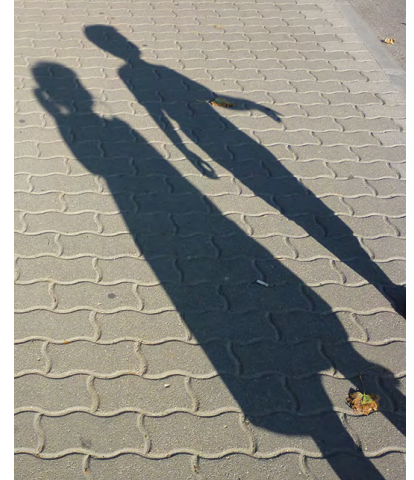
What Makes a Shadow? by Clyde Robert Bulla

Be Prepared: Part of today's activity takes place outside. If inclement weather, a lack of bright sunshine, or other factors prevent you from going outside, adjust this activity for an indoor setting by turning off or dimming classroom lights and using flashlights.

BEGIN: [*Dim or turn off lights in the classroom. Invite a volunteer child to stand in front of the other children. Shine a flashlight on the child to create a shadow on the floor.*]

- When I shine this flashlight, what do we see on the floor? (a shadow)
- Have you ever seen your own shadow? Tell us about it.

[*Turn on lights in the room. Encourage children to discuss their experiences with shadows.*]



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

EXPLAIN: When something blocks the light from shining somewhere, it can make a shadow. A **shadow** is a dark shape that is made by something getting in the way of light. My hand blocks the light from shining on part of the wall if I put it in front of the flashlight. My hand makes a shadow.

[*Demonstrate your description of creating a shadow with your hand.*]

Today we are going to go outside and look for our own shadows.

ACT: [*Take children outside to an area where they are able to see their own shadows. Encourage children to move and watch their shadow change as they move. Ask questions while they are exploring their own and others' shadows. Examples: "What happens to our shadow when we move?" "Can you make your shadow smaller or larger?" After several minutes, gather children to discuss how they made shadows and what happened when they tried different things with their shadows. Invite children to demonstrate. Use the following questions to facilitate discussion:*]

- ASK:**
- What did you learn about your shadow today?
 - What made your shadow? (body blocking the light)
 - What happened to your shadow when you moved? (the shadow moved)
 - Did you see anything else that made a shadow? (buildings, trees, etc.)



RECAP: A shadow is made when light shines on an item that blocks the light. We need light to make shadows. We can make shadows during the daytime with bright sunshine or during the nighttime with a light.



Scaffolding Tips

Extra support ■ Help children to find their shadow, if necessary, and to find different ways to make a shadow with their bodies. Point out what happens to children's shadows when they jump or turn their bodies. ■ Some children may not be familiar with the term "block" as used in this activity. Explain that another word for "blocks" is "prevents" or, in this activity, "keeping the light from shining on something." Putting a hand in front of the light from a flashlight is a good demonstration of "blocks."

Enrichment ■ Provide children with chalk to trace each other's shadows during an outdoor time with bright sunshine.



Center Activity

Make a puppet theater by hanging a sheet in front of a window or over a sizable cutout in a large box. Be sure the lighting is appropriate so that children can create shadow puppets with their hands. Encourage children to use different toys to make shadows. Children may also wish to use their hands and arms to create unique shadows.



Family Child Care

Trace children's shadows at different times during the day. Invite them to stand in the same spot each time. Encourage children to think about how and why their shadows change.



3-5 YEARS

Large Group



Skill and Goal

Letter knowledge

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



Key Concepts

Review: Quietly



Materials Needed

Chart paper

Marker

*Letter Q card

*4 letter Q picture cards

Children's letter journals

Writing tools—1 per child

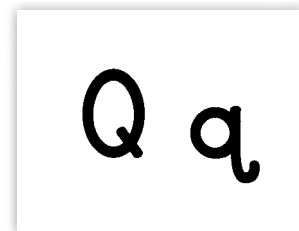
List of children's first names for display to children

*Printables provided

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

ACT: [Display letter Q card.]

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



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

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

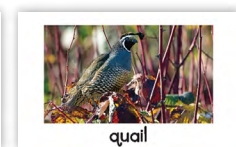
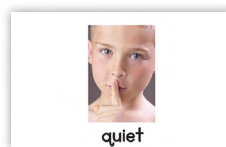
Pop up if you have the letter q somewhere else in your name (not at beginning).

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

What is our word that begins with the letter Q? (quietly) Remember, when we raise our hand quietly, we do not make any sound.

The letter Q says /q/, just like at the beginning of the word "quietly." /q/, /q/, quietly. Let's say that together: /q/, /q/, quietly.

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



Ruth Wasmuth

SparkyLeigh/flickr/(CC BY-ND 2.0)

[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 queen. The letter q 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 Q and write them on our chart. Remember, the letter Q says /q/, /q/.

[Help children by suggesting other words that begin with q. Examples: quick, quarter, question, quack.]

Understanding Letters *continued*



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

We use two lines to make an uppercase Q. We begin by making a curved line that goes all the way around like a circle. Then we make a short straight line.

[Give each child his/her letter journal.]

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

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



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 q. Example: “A lowercase q is made with a curved line and then a straight line that curves at the bottom.”



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.

WEEK

38

DAY

4

Understanding Letters *continued*



Language/
Literacy



Family Child Care

Encourage children to sort letters they know. Provide *small letter cards and invite children to sort the letter cards into groups depending on their characteristics. Examples: only straight lines, and only curved lines; letters with holes, and letters with no holes. School-age children may enjoy sorting letters by more detailed characteristics. Examples: letters with both curved and straight lines, and letters with only straight lines; letters made with only one line, and letters made with more than one line.

*Printables provided

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will determine the number of missing items by splitting a whole group into two parts.

For Option 2



Key Concepts

Review: Whole
Part



Materials Needed

- *Large numeral cards
1–10 (see Be Prepared)
- 10 counters
- Piece of cloth or paper



Also Promotes

- Self-Regulation
- *Printables provided

Option 1: Offer the Week 28, Day 3 activity to review how to identify the missing number of items when a whole group is split into two parts.

Option 2: Support children in forming a whole group and one of its parts by using numeral cards. This option involves determining which of two numeral cards shows the larger number and how many items are in a hidden part.

Be Prepared: Organize one set of large numeral cards (1–10) in random order (shuffled).

Put in front of you the 10 counters and the set of shuffled large numeral cards (1–10) face down.

Pull and display two cards from your stack of cards. Invite children to say each of the two numbers and then which of the two cards shows the larger number. Form a group of counters that corresponds to (matches) the number on the card that shows the larger number. This is your whole group. Set aside the counters you do not use. Describe your actions. Then use the second card (the one with the smaller of the two numbers you pulled) to form one part of the whole group. Example: You pull numeral cards showing 8 and 3. You form a whole group of eight counters and set aside the remaining two counters. You then form a part with three counters taken from the whole group of eight counters.

Use a piece of cloth (or paper) to cover the counters that remain in your original whole group. Remind children of the number of counters in the whole group and lead children in counting the number of counters in the part you formed. Ask how many counters are hidden (under the cloth). Example: There were eight counters in our whole group. We put three of the counters in a part. How many counters are hidden?

Set aside the two numeral cards you pulled, put all 10 counters in front of you, and pull two more cards for another round that follows the procedures described above. Repeat as time and interest permit.

WEEK
38

DAY
4

Exploring Where We Live



Social
Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand ways to say goodbye to a child who leaves their classroom.



Key Concepts

New: Goodbye



Materials Needed

Chart paper (see Be Prepared)

Marker

A Kiss Goodbye by Audrey Penn (see Extra Support tip)



Also Promotes

Social-Emotional



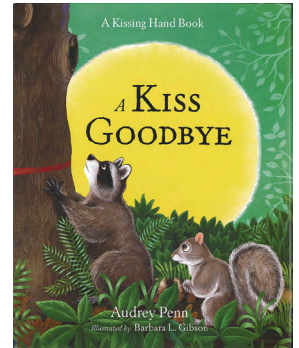
Optional Reading

We are Best Friends by Aliki

Be Prepared: At the top of a chart paper write How We Say Goodbye. Point to and repeat words you put on the chart. Today's activity includes opportunities for you to describe how your classroom or program says goodbye to departing children. Include recent examples from your classroom that children may remember.

BEGIN: We are learning about different feelings people may have when they move to another home in a different community. Chester felt sad because he did not want to leave his house in the book we read yesterday. We talked about different things to do so we can feel better when we are sad.

- ASK:**
- Who remembers what Chester did to say goodbye to his house? (hugged the tree)
 - What did Chester take to remind him of the house he was leaving? (a piece of bark from inside his house)



EXPLAIN: We say goodbye when a child leaves our classroom to move to a different classroom or program. We say **goodbye** to a person who is leaving, and the person who is leaving says goodbye to us.

Children who move from our classroom might like to take something to remind them of our classroom. Children who are staying in our classroom could give something to a child who is leaving.

- ASK:** What do you think a child who is leaving a classroom might like to take? (name label from cubbie, picture of children in classroom, picture of classroom staff with child who is departing, notes or drawings done by staff or children, goodbye book with children contributing their own page)

[Write ideas discussed on chart.]

EXPLAIN: Children who are staying in the classroom might like to have something that reminds them of the child who is leaving. A picture of the child who moves might be put in a classroom memory book that helps children remember their friend who moved.

The child who is leaving the classroom might draw a picture and leave it for the classroom as a goodbye gift. This picture could help children who stay in the classroom remember the child who left the classroom.

- ACT:** [Encourage children to talk about these ideas or other ideas you offer. Write ideas discussed on chart.]



EXPLAIN: Children who are staying in the classroom could say nice things to the child who is leaving. Children could say things like, "I had fun playing with you." "We will miss you." "I had fun building zoos with you."

ASK: What are some other things we could say to a child who is leaving our room? ("I am sad you are leaving." "I want to call you on the phone.")

[Write ideas on chart.]

EXPLAIN: Maybe we would want to hug the child who is leaving.

The child who is leaving our classroom might like to say goodbye to some adults in our center. Maybe the child would like to say "goodbye" to teachers, kitchen staff, or people like your center director.

We might want to do something special with a child who is leaving our classroom. We could make sure we play together in our favorite area in the classroom. We could sing a favorite song for the child who is leaving.

RECAP: We talked about different ways we can say goodbye to someone who is leaving our classroom. We also talked about ways a child who is leaving our classroom could say goodbye to the children who will stay in the classroom. I will read our ideas.

[Read ideas on the chart as you point to each.]

Scaffolding Tips

Extra support ■ Show pertinent illustrations from *A Kiss Goodbye* book if children seem unclear about Chester's actions. ■ If several or more children will soon leave your classroom (example: moving to kindergarten), adjust the descriptions to include more than one departing child.

Enrichment ■ Encourage children to think about what they would draw or put in a picture prepared as a "goodbye" gift. The picture could be done by the departing child for the entire classroom or for a specific friend or teacher. Another option is for the picture to be done by a child or group of children who are saying goodbye to a friend who is leaving the classroom. ■ If a current address is available for a child who recently left your classroom, some children may wish to draw a picture or write a note (maybe dictated to an adult in your classroom) to the child who moved.

WEEK

38

DAY

4

Exploring Where We Live *continued*



Center Activity

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



Family Child Care

Engage children in a planning discussion about ways to say goodbye to a child in your setting. Encourage children to help you decide what to include in a ritual. Example: Create a goodbye card or book for the child. The departing child will create a goodbye card for children in your family child care home.

WEEK
38

DAY
4

Moving Our Bodies



3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will strengthen skills in balancing their bodies.

For Option 2



Key Concepts

New: Statue

Review: Sculpture
Freeze
Balance



Materials Needed

None



Also Promotes

Self-Regulation

Creative Expression

Option 1: Offer the Week 8, Day 4 activity to practice basic skills in balancing our bodies.

Option 2: Support children in balancing their bodies in a specific action pose.

Be Prepared: Use children's large motor activity interests to determine statue poses for children to form. Examples: using a bat to swing at a ball, climbing a ladder on a children's slide, running, jumping a rope, kicking a soccer ball, jumping or stretching to catch a ball.

Invite children to balance their bodies while pretending to be a statue. Explain that a **statue** is a sculpture of a person or an animal. Remind children that a sculpture is made from clay or stone or some other material that we can carve or mold.

Our statues today will show someone who "freezes" while moving their body. Remind children that when we freeze, we stop what we are doing and hold our body in the position it is in. Explain that we need to balance our bodies when we are in a "freeze" position.

Stand in front of children in your activity area. Invite children to pretend to do a large motor activity you specify. You may wish to invite a volunteer child to demonstrate the activity. Explain that we can pretend to be a statue when you say "freeze." After a brief period of children engaged in pretend activity, say "freeze" and encourage children to hold their body in position. If appropriate, offer suggestions of how to balance our bodies while not moving.

Continue to offer large motor activities for children to imitate. Increase challenge by slightly expanding the amount of time children are a statue.



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 Q.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter Q 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 Q card.]

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

Letter Q says /q/, just like in "quietly." /q/, /q/, quietly. Let's together say /q/, /q/, quietly.

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

38

DAY

5

Understanding Words *continued*



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

3-5 YEARS

Small Group



Skill and Goal

Number Knowledge

Children will strengthen their understanding that the number of items in each of two parts together equal the number of items in the whole group.

For Option 2



Key Concepts

Review: Whole
Part



Materials Needed

2 paper bags
10 counters (see Be Prepared)

Option 1: Offer the Week 28, Day 1 activity to review the concepts of whole and part.

Option 2: Support children in determining how many counters are in a whole group by adding together the number of counters in its two parts.

Be Prepared: Secretly place some of the 10 counters in one bag and the remaining counters in the other bag.

Display the two bags and explain that each bag has some counters. Together the counters in the two bags are a whole group of counters. We will take turns counting the number of counters in each bag. All of us will find out how many counters we have all together.

Invite a volunteer child to count the number of counters in the first bag. Invite another volunteer child to count the number of counters in the second bag. Then lead all children in counting aloud both parts all together to find out how many counters are in the whole group.

Repeat the procedure described above, varying the number of counters you use as a whole group. Continue until each child has an opportunity to count the number of counters in one bag.

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 process of moving to a different home.



Key Concepts

Review: Transport



Materials Needed

A Kiss Goodbye by Audrey Penn

*2 pictures as shown

Chart from Day 4

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



Also Promotes

Social-Emotional

*Printables Provided

BEGIN: This week we learned that moving involves transporting things.

ASK: What does it mean to transport? (people or things go from one place to another place)

EXPLAIN: Sometimes people in a family pack their things and transport them to another home. Children in a family might help pack and move their things.

Professional movers can pack a family's things and transport them to a new home.

[Display picture of items being put on a moving van. Point to dolly when described below.]

This week we talked about this picture of people putting things on a moving van.

One of the people in this picture is using equipment made for transporting things. The equipment has wheels on it.



ASK: Who remembers the name of this equipment? (dolly)

EXPLAIN: [Display picture of a dolly.]

Here is another picture of a dolly. The wheels on a dolly make it easier to get things from one place to another.

ASK:

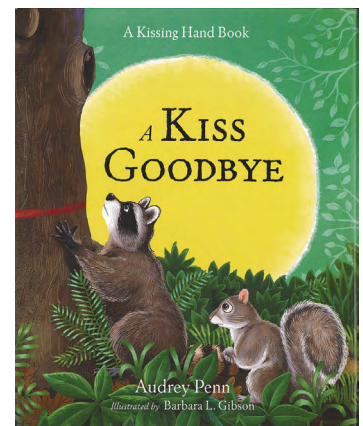
- How could things be moved from one place to another place without a dolly? (carry things in arms)
- Have you seen someone use a dolly at our center or someplace else?



EXPLAIN: This week we also learned about different feelings people can have when they move from one home to a different home.

[Display book cover.]

We read a story about Chester the Raccoon and how he felt about moving to a new tree.



ASK: What are some of the feelings people might have when they move to a different home? (sad, angry, happy, excited, shy)

EXPLAIN: It's okay to feel sad when we move or when a friend leaves our classroom or neighborhood.

ASK: What are some things we can do to feel better when we feel sad? (move our body, do quiet things, be with others)

EXPLAIN: We can feel different ways about moving. Remember, Chester was sad (and/or angry) about leaving his house. Then he had some different feelings after he moved. He found a friend (Cassy) to play with.

ASK:

- How did Chester feel when he first met Cassy? (shy)
- How did Chester feel after he spoke to Cassy? (happy, excited)

EXPLAIN: Yesterday we talked about ways to say goodbye to someone who is leaving our classroom. We also talked about ways someone who is leaving our classroom can say goodbye to people who are not leaving.

We had ideas about giving things, saying things, and doing something special. We recorded our ideas on a chart. Our chart will help us remember some of our ideas.

[Display chart from Day 4. Read and point to words on the chart.]

ASK:

- Did we come up with good ideas?
- Are there other ideas about saying goodbye that we should add to our chart?

[Encourage children to offer other ideas that you can record on the chart.]

RECAP: What do you think might be the hardest thing about moving to a different home? What do you think could be a good thing about moving to a different home?

Scaffolding Tips

Extra support ■ Display and discuss some strategies on the Things That Make Us Feel Better poster if children seem unclear about or interested in this topic.

Enrichment ■ Invite children to pretend they are doing one of the things we can do to feel better when we feel sad. Briefly describe some options illustrated on the poster.



WEEK

38

DAY

5

Exploring Where We Live *continued*



Center Activity

During outdoor play, provide children with small boxes. Encourage children to pretend to move as they place small boxes on the backs of riding toys and wagons.



Family Child Care

Invite children and families to bring in pictures of any of their moving experiences. Invite children to talk about the pictures as part of your review of the week's attention to moving.

WEEK
38

DAY
5

Moving Our Bodies



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice balancing their body while turning and bending.

For Option 2



Key Concepts

Review: Turn
Bend
Balance



Materials Needed

*6 picture cards as shown
(see Be Prepared)

Music player

Upbeat music

*Printables provided

Option 1: Offer the Week 9, Day 4 activity to practice turning. Offer the Week 10, Day 4 activity to practice bending.

Option 2: Engage children in moving around a circle as music plays. Children will balance their body in a specific balance pose when the music stops.

Be Prepared: Form a large circle with the balance pose picture cards, taping each card to the floor. Provide adequate space between picture cards for a child to stand in front of a card and form the pictured pose. Include one picture card for each child. Six different picture cards are available. In a group of 12 children, two copies of each card will be needed.

Explain that a large circle has been formed with pictures of different body poses. Briefly describe each of the six poses. Invite volunteer children to demonstrate each pose.

