



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 U (Days 2–5)



Mathematics

Counting Things

- Taking away items from a group (Days 1, 2, 4, 5)
- Practicing adding and subtracting items (Day 3)



Self- Regulation

See Social Studies



Social Studies

Exploring Where We Live

- The concept of transportation (Days 1, 5)
- Types of transportation that go on land, on water, and in the air (Days 2, 5)
- Characteristics of automobiles (Days 3, 5)
- Characteristics of trucks (Days 4, 5)



Science

Exploring Earth and Space

- Characteristics of the spring season (Day 1)
- Characteristics of the summer season (Day 2)
- Characteristics of the fall and winter seasons (Day 3)



Physical/ Health

Moving Our Bodies

- Practicing underarm throwing (Days 4, 5)
- Practicing catching (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 I.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter I 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 I card.]

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

Letter I says /i/, just like in the word "inch." /i/, /i/, inch. Let's together say /i/, /i/, inch.

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



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

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that when we take items away from a group, the group gets smaller.

For Option 2



Key Concepts

Review: Take away



Materials Needed

Counters—10 per child

*Large numeral cards
1–10

*Printables provided

Option 1: Offer the Week 31, Day 3 activity to review take away.

Option 2: Engage children in determining and describing how many counters are left after a specific number of counters are taken away.

Display the large numeral cards. Invite children to name the numeral on each card and hold up the corresponding number of fingers.

Give 10 counters to each child. Explain that the numeral cards will tell us how many counters to take away from our group of 10 counters. Ask what happens when we take away items from a group. (the group gets smaller)

Place numeral cards face down. Select a numeral card, display it to children, and ask what numeral is shown on the card. Invite children to remove from their group the number of counters shown on the card. After children have removed the stated number of counters, ask how many counters are left and how we know.

Use smaller numbers (and fewer counters) if you anticipate 10 will be too challenging for children. To support short-term memory skills, put the numeral card face down after children identify its number. Lead children in counting aloud their remaining counters if there is uncertainty about how many counters are left. Use numeral card 10 to reinforce children's understanding of zero.

Repeat the above process with different large numeral cards as time and interest permit.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand the concept of transportation.



Key Concepts

New: Transportation



Materials Needed

Chart paper

Marker

BEGIN: Everyone came to our program today from their home or some other place. I came to our program today in a car (or whatever form of transportation you used). How did you get to our program today?

EXPLAIN: We are going to talk about different ways people and things move around. We will learn about transportation. **Transportation** is the way people or things move from one place to another place. Transportation is a big word. Let's together say the word transportation: trans-por-tation.

[Display blank chart.]

Let's find out how many different types of transportation we can think of. I will write our ideas on our chart. We can start by writing the way(s) we got to our program today.

ACT: [Write forms of transportation mentioned at the beginning of the session. Encourage other ideas. Follow-up prompt related to the topic of moving, if needed: "How do families get their things from one home to another home when they move?" In the discussion, emphasize these are types of transportation.]

After children generate the list, count out loud the number of transportation types as you point to each on the chart.]

We thought of ___ different types of transportation!

EXPLAIN: Let's think about different places we might want to go to and what type of transportation we could take to get there. There may be more than one way to get to some of the places we think about.

ASK: [If a suggested transportation type is listed on your chart, point to and repeat the word. Encourage children to think of more than one way to get to a destination: "Is there another way we could get to _____?"]

- How could we get to a park?
- How could we get to a store?
- If sailors/soldiers/airmen/marines need to get to another country, how could they get there?
- How could we get a refrigerator from a store to our house?
- How could we get to a beach with our luggage?

RECAP: Transportation is the way people and things move from one place to another place. We thought of many different ways that people and things can move from one place to another. We will learn more about transportation during the next few weeks.



Scaffolding Tips

Extra support ■ To help children think of how to get to a place, use prompts, such as: “Could you get there by bike?” “Could you get there by plane?” “How about walking?” ■ Define “luggage” if children seem uncertain: bags or suitcases where we pack our clothes and other things like a toothbrush. ■ Children may be surprised to think of walking as a type of transportation. Explain that our legs can transport us (and something we are holding) from one place to another.

Enrichment ■ Ask: “Do you hear the word ‘transport’ in the word ‘transportation’?” Explain that we learned the word “transport” when we talked about moving. A family’s things are transported from one home to another. ■ Some children may enjoy clapping the syllables in “transportation.” ■ In the discussion of how to get to a beach, help children think about how to get to a beach that is nearby and to a beach that is far away.



Center Activity

Place your classroom’s toy vehicles in the block center. Encourage children to talk about their play with the vehicles. Examples: “What are you playing?” “Where is your (name of vehicle) going?”



Family Child Care

Look for and point out different forms of transportation used near your setting.

Exploring Earth and Space



Science

3–5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the spring season.



Key Concepts

New: Season
Spring



Materials Needed

Spring clothing (see Be Prepared)

*1 picture as shown

When Spring Comes by Kevin Henkes

*Printable provided



Optional Reading

It's Spring! by Linda Glaser

Be Prepared: Wear a raincoat and rain boots; and carry an umbrella (if available) for today's activity.

BEGIN: Today we will begin learning about seasons. A **season** is one of the four parts of the year. Look closely at what I am wearing. What season of the year would we wear the things I am wearing right now? (spring)

EXPLAIN: Spring is one of the four seasons. **Spring** is the season when plants begin to grow. I am dressed in a raincoat because there is usually a lot of rain in the spring.

[Display picture of tree in the spring.]

This is a picture of a tree in the spring. In some places, trees begin to grow new leaves in the spring. Some trees also have flowers. This tree has small white flowers growing on it.

[Display book cover.]

We are going to read a book about the spring called *When Spring Comes*. The author is Kevin Henkes and the illustrator is Laura Dronzek.

ACT: [As part of reading the book, use your own words to describe illustrations.]

After reading the book, use questions, such as the following, to engage children in a discussion:]

- What kinds of things were the children doing in the spring? (playing in the rain, playing with bubbles, flying a kite, watering a garden)
- What kinds of things were the animals doing in the spring? (building a nest, feeding their babies, eating plants in the garden, playing outside)

EXPLAIN: Not all places have these changes in the spring.

ASK: Do we see these kinds of changes to the trees and plants in the spring where we live?

RECAP: Today we learned about the season called spring. We looked at a picture of a tree and talked about what happens to some trees in the spring. Not all places have these changes in the spring.



WEEK

40

DAY

1

Exploring Earth and Space *continued*



Science



Scaffolding Tips

Extra support ■ To help children understand that the seasons do not feel the same way everywhere, remind children of the desert and polar habitats. These places may not have the same kind of weather in the spring as you do in your area.

Enrichment ■ After reading the book, ask children to describe how each of their five senses could be used to learn about spring. Encourage children to use examples from the book.



Center Activity

Supply several books about the spring season. Invite children to draw a spring picture in their science journals, using book illustrations for ideas. Encourage children to label the picture, if they are able. Examples: *Bear Wants More* by Karma Wilson, *Spring is Here!* by Heidi Pross Gray.



Family Child Care

Discuss with children how they could use their five senses in the spring. Examples: Sense of sight to see the changes that take place in the spring, sense of smell to smell the flowers, sense of hearing to hear the rain, sense of touch to feel the new plants growing.

Understanding Letters



3–5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify and name the letter U.



Key Concepts

New: Umbrella



Materials Needed

Chart paper

*Letter U 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 U card.]

ASK: Does anyone know the name of this letter?

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

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

This is an uppercase U.

We can also write the letter U like this.

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

This is a lowercase u.

We have been learning about different kinds of weather in science. What can we use to keep us dry when it rains? We can use an umbrella! An **umbrella** is something you hold over your head to keep it dry.

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

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

Let's all say the word "umbrella."

[Invite a volunteer child to point to letter u in the word "umbrella."]

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

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



Understanding Letters *continued*



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

RECAP: Today we learned about the letter U. What word begins with the letter u? (umbrella)



Scaffolding Tips

Extra support ■ After demonstrating how to make an uppercase U, turn your back to children and lead them in tracing the letter U in the air.

Enrichment ■ Share with children that words with the letter Q also usually contain the letter U.



Center Activity

Provide alphabet puzzles. Encourage children to name the letters and their sounds as they complete the puzzles.



Family Child Care

During outdoor play, encourage children to practice making a “U-turn” with their riding toys. Explain that a U-turn is in the shape of the letter U.

WEEK

40

DAY

2

Counting Things

123

Mathematics

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of taking away.

For Option 2



Key Concepts

Review: Take away



Materials Needed

None

Option 1: Offer the second segment of the Week 31, Day 4 activity to review take away.

Option 2: Support children in determining how many in a small group of children are left when a given number of children leave the group.

Open the session by reminding children that a group gets smaller when we take away part of the group.

Invite five children to stand and form a small group. Encourage children to pretend the five standing children are the full number of children in the classroom. Invite children to pretend that three children left the group to do something else in your center. Then invite three of the five standing children to sit or move to another part of your classroom. Ask how many (standing) children remain in the group. (two) Explain that we started with five children in a group, three left the group, and two remain.

Repeat this procedure with different numbers of children in the group and different numbers of children who leave the group. You may wish to choose up to 10 children to stand in a group. Continue as time and interest permit.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will identify types of transportation used on land, water, or air.



Key Concepts

Review: Transportation



Materials Needed

Chart from Day 1

*Land, Water, Air chart pictures as shown (see Be Prepared)

*Transportation picture cards

Tape

*Printables provided



Optional Reading

The Pigeon Loves Things that Go! by Mo Willems

Whose Vehicle is This? by Sharon Katz Cooper

Be Prepared: Prepare a three-column chart similar to the one shown in the activity plan. Also make three copies of each transportation picture card you plan to use today. At the designated point in the activity described below, distribute two of the three cards to children. Each child receives one card. Two children in the group should receive identical cards. Keep the third copy of a card for your use in the activity. There are enough different cards (12) to accommodate a group of 24 children. Example: For a group of 16 children, eight different cards are needed (three copies of each). Shuffle the cards prior to distributing one card to each child.

BEGIN: We are learning about different types of transportation. What does transportation mean? (the way people or things move from one place to another place)

[Display chart from Day 1. Point to it when mentioned.]

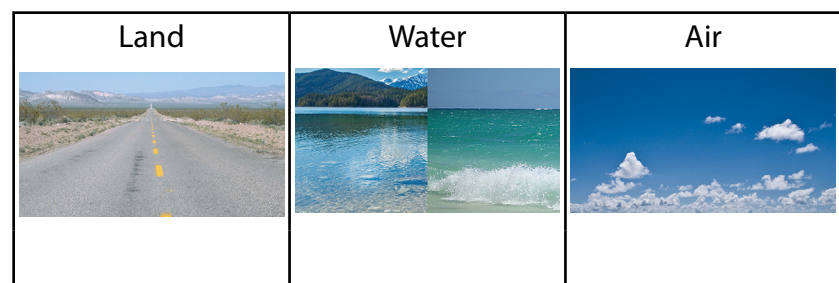
EXPLAIN: Yesterday we thought of different kinds of transportation. Our ideas are written on our chart.

[Point to and read words on the chart.]

All of the words I read are kinds of transportation.

Today let's talk about whether a kind of transportation uses land, water, or air to move from one place to another place.

[Display chart showing road, water, sky. Point to each picture as you describe it.]



Our chart shows land, water, and air.

- Transportation that goes on land moves on the ground. This is a picture of a road. Most types of transportation that use land go on a road.
- Transportation that goes on water moves on an ocean, a lake, a river, or some other body of water. Our chart has two pictures of water. One picture shows a lake. The other picture shows an ocean.
- Transportation that uses air flies through the sky. This is a picture of the sky.



I am going to give each of you a picture card that shows one kind of transportation. Some of you will have the same picture. Some of the cards may show kinds of transportation we talked about yesterday.

I will hold up a picture card. Look at your card to see if it is the same as my picture. Hold up your card if it is the same as my card. Then we will talk about the picture shown on the card.

ACT: *[Distribute cards. If there is an uneven number of children in your group, serve as the “partner” of the child who receives the only copy of a sorting card. Use the following procedures with each card:*

- *Hold up a card for all children to see. Do not say the name of the pictured item.*
- *Ask: “Who has a card just like the card I am holding?”*
- *Ask children with cards identical to the card you are holding: “What kind of transportation do you think is shown on our card?” Encourage children with the same card to respond.*
- *Ask children with cards identical to the card you are holding: “Do you think a (kind of transportation) uses land, water, or air to move from one place to another place?”*
- *Invite children with cards identical to the card you are holding to put their sorting card under the appropriate picture on the chart. Help children use tape for this purpose. Affix your card, too.*

It is not necessary for children to know the specific name of a kind of transportation. Example: It is fine for a child to say “plane” for a fighter jet. The intent of the activity is to promote children’s sorting skills. Most of the pictured types of transportation are discussed in later sessions.]

RECAP: Today we looked carefully at different kinds of transportation. We put together transportation that goes on land, water, and in the air.



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Margaret Martin



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Scaffolding Tips

Extra support ■ If children seem unclear about whether their pictured kind of transportation uses land, water, or air, point to each of the options on the chart and ask specific questions about the pictured type of transportation. Examples: “Can a person walk on water?” “Can a boat move on a road?”

Enrichment ■ At the conclusion of the activity, invite children to count (by pointing) the number of kinds of transportation in each category (land, water, air).



Center Activity

Provide fiction and non-fiction books about different types of transportation. You may also wish to provide multiple puzzles depicting different types of transportation. Include puzzles with different numbers of pieces.

Another center option is to provide a collection of the picture cards for children to sort into the three categories used in the group activity (land, water, air).



Family Child Care

With a smaller group of preschool-age children, limit the number of different types of transportation to one or two in each of the three categories (land, water, air).



3–5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the summer season.



Key Concepts

New: Summer

Review: Season



Materials Needed

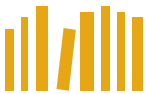
Summer items (see Be Prepared)

*2 pictures as shown

White paper—1 per child

Drawing tools

*Printables provided



Optional Reading

I See Summer by Charles Ghigna

Be Prepared: Wear summer clothing, such as sandals and sunglasses for today's activity.

BEGIN: We are learning about seasons. Remember, a season is one of the four parts of the year. What season did we talk about yesterday? (spring)

EXPLAIN: Today we will talk about a different season. Please look closely at what I am wearing. What season of the year would we wear the things I am wearing right now? (summer)

We might wear these things in the summer. **Summer** is the warmest season of the year. I am wearing sandals and sunglasses because the sun can make the weather very warm in the summer. My sunglasses help protect my eyes from the bright sun, and my sandals keep my feet cool.

Summer does not feel the same everywhere. Some places get very hot in the summer. Other places are warm, but not hot, in the summer.

ASK: Does it get very hot in the summer where we live?

[Help children describe your summer season.]

EXPLAIN: The sun can shine very brightly in the summer. We can see the sun more during the summer than any other season because it shines longer during the day.

Yesterday we looked at a picture of a tree in the spring. Let's look at pictures of the same tree in the spring and in the summer.

[Display pictures of same tree in spring and summer. Point out which picture is spring and which picture is summer.]

ASK: How is our tree different in the spring compared to the summer? (flowers in spring, leaves in summer)

EXPLAIN: There are many things that people can do outside in the summer. Some families can go swimming outside, and some may like to go to a park.

ASK: What things do you like to do in the summer?





EXPLAIN: Today we will make a class book about the season of summer. We will think of our favorite thing to do when it is warm and sunny outside and draw a picture of ourself doing our favorite thing in the summer. We will put the pages together to make a book when we are done.

ACT: *[Give each child a piece of paper and drawing tools. Talk with children about their pictures as they draw. Write on each picture the names of activities or items children include in their drawings. Examples: bike riding, climbing a tree. When all children have finished, staple pages together to make a book. Place the book in your classroom library for children to enjoy.]*

RECAP: Today we learned about the summer season. We made a class book of our favorite things to do when it is warm and sunny outside.



Scaffolding Tips

Extra support ■ Describe some things that can be done in the summer if children need support in thinking of activities. Examples: swimming, riding a bike, using a swing.

Enrichment ■ Ask children why it is often cooler at night than during the daytime. (sun is not shining) ■ Encourage children to label their pictures as much as possible.



Center Activity

In the housekeeping center, provide children with clothing items that can be worn in the summer. You may also wish to provide "summer" props for pretend play. Examples: beach towel, empty sunscreen bottle, sunglasses, small pool floats.



Family Child Care

Encourage children to show and describe their drawing with a family member at pickup time. Some children may wish to show and describe other children's pages, too.

WEEK
40

DAY
3

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter U 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 U card.]

What is the name of this letter?

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

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

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.

WEEK

40

DAY

3

Understanding Words *continued*



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

3–5 YEARS

Large/Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of subtract and add.

For Option 2



Key Concepts

Review: Subtract
Add



Materials Needed

*Number list—1 per pair of children

*Spinner—1 per pair of children

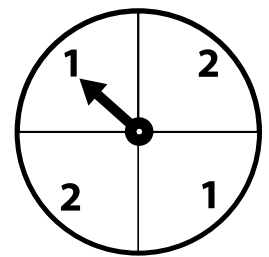
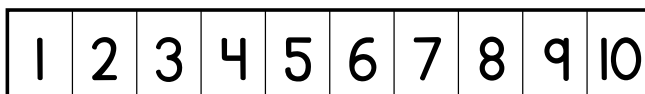
Counter—1 per pair of children

*Printables provided

Option 1: Offer the Week 33, Day 1 activity to review subtracting and adding.

Option 2: Engage pairs of children in moving a counter on a number list in response to results of spinning a two-option number spinner (1, 2).

Display the number list. Point to each numeral as you lead children in saying each numeral aloud. Then display and describe the spinner. Demonstrate how the spinner lands on number 1 or 2.



Demonstrate and describe today's activity by placing a counter above number five on the number list. Spin the spinner and move your counter the number of spaces the spinner lands on (1 or 2). Explain the following:

- We begin with our counter on number five on our number line.
- The first time we spin the spinner, we add to number five the number the spinner lands on. If our spinner stops at number two, we move our counter two spaces on the number line to number seven. Five and two equal seven.
- The second time we spin the spinner, we subtract the number our spinner lands on from the number where our counter is sitting. If our spinner stops at number one, we move our counter (currently on number seven) to number six on the number line. We have six when we take away one from number seven.
- We will work with a partner and take turns spinning the spinner and moving our counter.
- Remind children that when we add, our number gets larger. When we subtract, our number gets smaller. We take away when we subtract.

Form pairs of children. Give each pair a number list, a counter, and a spinner. Invite children to put their counter on number five on their number list. Then encourage children to take turns with their partner, spinning the spinner. Remind children that we add with the first spin and we subtract with the second spin.

WEEK

40

DAY

3

Counting Things *continued*

123

Mathematics

If children readily move their counters in appropriate ways, encourage pairs to continue beyond the second spin. The next (third) time we spin the spinner, we add the number the spinner lands on. The following (fourth) time we spin the spinner, we subtract the number our spinner lands on. Alternate add and subtract with each spin.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand basic characteristics of automobiles.



Key Concepts

New: Automobile
Trunk
Engine
Motor



Materials Needed

*7 pictures as shown

*Printables provided

BEGIN: Today we will learn about a kind of transportation called an automobile. An **automobile** usually has four wheels and can carry a small number of people. The words car and automobile mean the same thing. Let's together say automobile: au-to-mo-bile.

EXPLAIN: Most of us have been in an automobile. Automobiles travel on land. Remember, yesterday we put our picture of a car under the picture of a road.

There are different kinds of automobiles. Let's look at some pictures of automobiles.

[Display picture of car with open doors.]

Some automobiles can hold four or five people. Here is a picture of a car with its doors open. Two people can sit in the front seats. Two or three more people can sit in the back seat.



Richard Wadd/flickr/(CC BY-NC 2.0)

[Display picture of minivan.]

Some automobiles hold more people. The automobile shown in this picture is called a minivan. It can hold seven or eight people. There is a third row of seats in this automobile.



Fiat Chrysler Automobiles: Corporate/flickr/(CC BY-NC-ND 2.0)

[Display picture of second and third rows of minivan.]

- ASK:**
- Here is a picture of the second and third rows of seats in a minivan. How many people can sit in the third (back) row? (three)
 - What do we always wear when we sit in an automobile? (seat belt)
 - Why do we always wear a seat belt? (to keep safe)



Michael Sheehan/flickr/(CC BY 2.0)

EXPLAIN: Most automobiles have a trunk. A **trunk** is a place to carry things like bags of groceries. Here is a picture of the trunk of a car.

[Display picture of open trunk of car.]



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

ASK: Have you ever helped put things in the trunk of a car?

[Display picture of back of a minivan with seats folded.]

EXPLAIN: The back seats in minivans can be folded or taken out. This gives more space for carrying things.

ASK: What kinds of things could a family put in the space shown in this picture?



Automotive Rhythms/flickr.com/(CC BY-NC-ND 2.0)

EXPLAIN: All automobiles have an engine or a motor. An **engine** or **motor** is a machine that moves things. The engine or motor in an automobile moves the wheels. The wheels make the automobile go places.

The engine in most automobiles uses gas to move things. People go to a gas station to get gas for their automobile. Some cars use electricity for their motors. People go to a place called an electric power station to charge a car that uses an electric motor.

[Display two pictures side by side: car getting gas, car at electric charging station. Point to and describe the electric charging station as part of the discussion.]

ASK: What do you see happening in these two pictures?

EXPLAIN: Some cars use both gas and electricity.



Mike Mozart/flickr/(CC BY 2.0)



John Venson/flickr/(CC BY 2.0)

Automobiles come in different shapes and different sizes. They also come in different colors.

ASK: What does your family's automobile (or an automobile you know) look like?

[Encourage children to describe the family auto's size, shape, and/or color. If the family vehicle is a truck, explain that we will talk about trucks tomorrow.]

RECAP: Today we talked about automobiles. What is another name for an automobile? (car) There are different kinds of automobiles. Some hold more people than others. The space for holding things in an automobile can be different. Some automobiles use gas. Other automobiles use electricity, or both gas and electricity.



Scaffolding Tips

Extra support ■ In the discussion of the back seats of a minivan, point to and lead children in counting the number of seats.

Enrichment ■ Explain that an automobile that uses both gas and electricity is called a **hybrid**.
■ Explain that cars that use electricity store the electricity in a battery.



Center Activity

Fill the water table or a tub with soil or sand. Supply cars for children to “drive” in the soil or sand. Encourage children to play with the cars and draw their attention to tracks made in the soil or sand. You may also wish to provide a car mat and traffic signs in the block center. Encourage children to take the cars on a trip or drive them on the mat. Encourage the use of traffic signs and discuss what the signs mean.



Family Child Care

Ask family members during drop-off or pickup time if the children can explore the family’s automobile. Encourage children to look for things that are the same and different in each automobile (number of doors, seats, what can it hold, what fuel it uses). If exploration of the automobile is not practical, invite the family member to describe their automobile.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand basic characteristics of the fall and winter seasons.



Key Concepts

New: Fall
Autumn
Winter

Review: Snow



Materials Needed

- Fall items (see Be Prepared)
- *5 pictures as shown
- *Printables provided



Optional Reading

The Seasons of Arnold's Apple Tree by Gail Gibbons

Be Prepared: Wear fall clothing, such as a jacket, and carry a leaf rake (if possible) for today's activity.

BEGIN: Yesterday we talked about the season of summer and made a class book of things we like to do in the summer.

Today I am wearing something that we might wear during the season that comes after summer. I also have something for raking leaves. What season do you think we will talk about today? (fall)

EXPLAIN: At the end of the summer, in some places, the weather begins to get cooler and a different season begins. The season that comes after summer is called **fall**. Another word for fall is **autumn**.

ASK: Why would we wear a jacket in the fall? (to keep warm because the air gets cooler)

EXPLAIN: In some places, leaves on trees and other plants turn to different colors in the fall. The leaves fall off of the trees and other plants.

[Display pictures of same tree in summer and in fall. Point out which picture is summer and which picture is fall.]

Let's look at pictures of the same tree in the summer and in the fall.

- ASK:**
- How does our tree look different in the fall compared to the summer? (leaves are green in summer, leaves are darker in color in fall, fewer leaves in fall)
 - I'm carrying a rake today. What can we do with a rake in the fall? (get leaves off the ground)
 - Have you ever raked leaves into a pile and jumped in them?

EXPLAIN: Let's look at some pictures of leaves in the fall.

[Display picture of fall leaves.]

ASK: What are some of the colors we see in the leaves in this picture? (orange, yellow, brown, red)

EXPLAIN: We know that trees and other plants need sunlight to make their own food. Trees and



Martin LaBar/flickr/(CC BY-NC 2.0)



other plants cannot make their own food in the fall because the air is cool and there is less sunlight during the daytime.

Now let's talk about the coldest season of the year. **Winter** is the coldest season of the year. All places have a winter season. Winter does not feel the same everywhere. Winter is colder in some places than in other places. Some places have snow in the winter, and other places do not have snow.

ASK: • What is winter like where we live?

[Help children describe your winter season.]

Display pictures of the same tree in fall and winter seasons. Point out which picture is fall and which picture is winter.]

- How does our tree look different in the winter compared to the fall? (no leaves)



EXPLAIN: In the winter, water can freeze into ice. Many other things can also freeze. In some places there can also be a lot of snow in the winter. Remember, snow happens when water that falls from heavy clouds goes through very cold air. The water freezes into small snowflakes.

Let's look at our four pictures of our tree in each season and compare them.

[Display four pictures of the same tree in each season.]



ASK: How is each picture different?

[Encourage children to discuss differences in each tree and why they occur. Example: "Our tree in the spring has flowers. In some places, new leaves and flowers begin to grow.]

RECAP: Today we learned about the seasons of fall and winter. Leaves begin to change colors in the fall. Winter is the coldest season of the year. Some places are colder than other places in the winter. Each picture of our tree is different in each season. Which season is your favorite?



Scaffolding Tips

Extra support ■ Review the meaning of the word “after” if children seem confused with the description of fall as a season that comes after summer.

Enrichment ■ In the discussion of how trees and other plants need sun to make their own food, children may be ready to learn the word “photosynthesis.” Explain that photosynthesis is the process plants go through to make food for themselves. Plants need sunlight to do this. Photosynthesis stops in the fall because there is less sunlight. ■ Remind children about the coldest place on earth. (South Pole) Explain that each day in the South Pole is like winter. You may wish to briefly review information about the South Pole introduced in Science Week 32, Day 3.



Center Activity

Supply finger paints in fall colors (brown, red, yellow, orange). Invite children to create their own fall picture. You may also wish to supply shaving cream in a tub. Invite children to use the shaving cream to pretend it is wintertime and they are playing in snow.



Family Child Care

Collect items of clothing that can be worn in each season. Hold up each clothing item, one at a time, and ask children to name the season most appropriate for the clothing item. Some clothing items, such as a jacket, might be worn in more than one season.



3–5 YEARS

Large Group



Skill and Goal

Letter knowledge

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



Key Concepts

Review: Umbrella



Materials Needed

Chart paper

Marker

*Letter U card

*4 letter U 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 U.

ACT: [Display letter U card.]

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

U u

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

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

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

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

What is our word that begins with the letter U? (umbrella) We know that an umbrella is something you hold over your head to keep it dry.

The letter U says /u/, just like at the beginning of the word "umbrella." /u/, /u/, umbrella. Let's say that together: /u/, /u/, umbrella.

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



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

[Help children by suggesting other words that begin with u. Examples: up, us, uppercase, unzip.]



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

We use two lines to make an uppercase U. We begin by making a curved line and then a straight line down.

[Give each child his/her letter journal.]

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

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



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 u. Example: “A lowercase u looks like an uppercase U, but it is smaller.”



Center Activity

Provide silly books about underpants. Examples: *Pirates Love Underpants* by Claire Freedman, *Dinosaurs Love Underpants* by Claire Freedman, *Monsters Love Underpants* by Claire Freedman. Remind children that underpants starts with the letter U.

WEEK

40

DAY

4

Understanding Letters *continued*



Language/
Literacy



Family Child Care

Celebrate the letter U by teaching children the “Upside Down Song.” Each time you sing the song, think of something you can do upside down. Examples: clap upside down, shake your head upside down, smile upside down. Encourage school-age children to think of other things to do upside down.

Upside Down Song

(Sing to the tune of Wheels on the Bus)

I can do things upside down,

Upside down, upside down.

I can do things upside down,

Just take a look at me!

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of subtract.

For Option 2



Key Concepts

Review: Subtract



Materials Needed

Beanbags—1 per child

*Spinner

Music CD

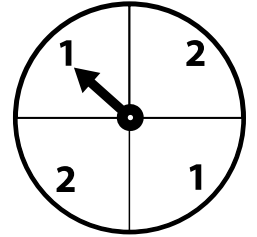
CD player

*Printables provided

Option 1: Offer the Week 33, Day 2 activity to review subtract.

Option 2: Engage a small group of children in determining how many beanbags remain after taking away a number of beanbags, (based on results of a spinner). Children will walk in a circle around the remaining beanbags as many times as there are beanbags.

Place beanbags in an approximate circle and invite children to form a circle around (outside of) the beanbags. Display the spinner and, if appropriate, demonstrate how it works. Explain that we will walk in a circle around the beanbags while music is playing. When the music stops, we will spin the spinner and take away the number of beanbags our spinner says. If our spinner lands on number two, we will take away two beanbags. We subtract when we take away. Then we will determine how many beanbags remain. We will walk once around our remaining beanbags for each beanbag we take away. If we take away two beanbags, we will walk around the remaining beanbags two times, while music plays.



Implement the activity with children taking turns to remove their beanbag, spin the spinner, tell how many beanbags remain, and say how many times we walk around the remaining beanbags. Periodically remind children that when we subtract (take away) items from a group, the group gets smaller. Count aloud each walk around the beanbags. Explain: “We just walked around our beanbags one time. We will walk around our beanbags one more time. We took away two beanbags.”



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand basic characteristics of trucks.



Key Concepts

New: Truck
Dumping



Materials Needed

*6 pictures as shown

*Printables provided



Optional Reading

Little Blue Truck by Alice Schertle

I am a Garbage Truck by Ace Landers

Trucks by Byron Barton

Truck by Donald Crews

BEGIN: Today we will talk about trucks. A **truck** is used for carrying things. Trucks move on land—like a road.

ASK: What kinds of toy trucks do we have in our classroom?

[Some children may wish to show a classroom truck of special interest.]

EXPLAIN: People ride in the front part of a truck. Things being carried in a truck go in the back of the truck.

There are different kinds of trucks. Let's look at some pictures of trucks.

[Display picture of pickup truck.]



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

- ASK:**
- Have you ever seen a truck like this?
 - What kinds of things could be carried in the back of a pickup truck?

EXPLAIN: Let's look at pictures of some other kinds of trucks.

ASK: [Display picture of garbage truck.]

- What kind of truck is shown in this picture? (garbage truck)
- What does this truck do? (carries trash away)



bilbobagweed/flickr/(CC BY 2.0)

EXPLAIN: [Display picture of dump truck.]

This is a dump truck. A dump truck can carry dirt and rocks.

Taking things off the back of a truck is called **dumping**. A dump truck can dump things it carries.

[Display picture of a truck dumping gravel.]



*Hajee/flickr/(CC BY-NC-ND 2.0)



This picture shows a dump truck dumping gravel. A garbage truck also dumps the garbage it is carrying. The back part of the truck lifts up and the garbage slides out.

[Display picture of semi-truck.]



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The truck shown in this picture is called a semi-truck. Many people call it a “semi.” You probably have seen this kind of truck many times. A semi-truck can carry large items that would not fit into a smaller truck like a pickup truck. A “semi” has a top to protect the items it carries in the back.

[Display picture of military truck.]

This is a picture of a military truck.

- ASK:**
- Who has seen this kind of truck?
 - What did you see being carried in the back of a military truck? (equipment, things in boxes, sometimes people)



C. Holmes/flickr/(CC BY-NC 2.0)

RECAP: Each of the trucks we talked about today is made to do a special job. That’s why trucks look different from one another.



Scaffolding Tips

Extra support ■ There may be a toy truck in your classroom that a volunteer child can use to demonstrate how the back part lifts up to dump its contents.

Enrichment ■ Invite children to describe a type of truck that was not discussed in today’s activity.

■ Explain that the engine in most trucks uses gas to move things. ■ Encourage children to compare the size and number of tires on each truck.



Center Activity

Provide paint, paper, toy cars, and trucks for children to create tire track paintings. Encourage children to roll the wheels of the toy cars or trucks in the paint and “drive” on the paper. You may also wish to provide different car and truck brochures in the library center. These can be obtained from car dealerships that might have a supply from previous model years. Encourage children to look at different characteristics of cars and trucks.



Family Child Care

On a walk or other outing, help children keep track of different kinds of trucks they see.



3–5 YEARS

Small Group



Skill and Goal

Motor development

Children will strengthen their understanding of how to do an underarm throw.

For Option 2



Key Concepts

Review: Underarm throw
Opposite



Materials Needed

Small balls—1 per child
Targets (see Be Prepared)

Option 1: Offer the Week 18, Day 4 activity to review underarm throwing.

Option 2: Engage children in throwing underarm toward a target.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited. Prepare targets for children's underarm throwing attempts. One target option is to draw a large circle (or two concentric circles) with a red marker on chart paper and affix it to an open wall. A more challenging option is to place small traffic cones on a flat surface for children to try to hit. Provide enough targets so children are throwing straight forward at a target and are not throwing at an angle. Use a rope, string, or some other means to designate a line for children to stand behind to practice throwing. Provide 5–7 feet between the line and target. The distance between the line and targets can be increased to provide more challenge. This is a noncompetitive activity. There is no need to keep track of whether the target is hit. Determine a plan for providing each child with underarm throwing experience, including where children who are not throwing should stand or sit. Secure the assistance of another adult.

Explain that we will practice underarm throwing. We will throw toward a target. Point to and describe the targets. It is okay if we do not hit our target. We are practicing. We are not competing. We will take turns doing an underarm throw.

Remind children that an underarm throw involves moving one of our arms backward and forward. Offer a review of an underarm throw (Week 18, Day 4) by describing and demonstrating the following steps:

- stand tall with both feet flat on the ground/floor, and toes and shoulders facing the direction you will throw;
- look toward the target;
- hold the ball in the palm of your throwing hand, with your throwing arm at the side of your body;
- move your throwing arm backward and put your opposite leg in front of you (opposite means someone or something that is across from us or on a different side); and
- move your throwing arm forward and let go of the ball when it reaches the level of your chest.

Show and describe the line children are to stand behind for the activity. Emphasize that we stay behind this line even after we do our underarm throw.

Invite a small group of children to stand behind the designated line for throwing. Invite children to throw their ball. Encourage children to retrieve their ball after all balls have been thrown. Repeat as time and child interest permit.

WEEK
40

DAY
5

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter U 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 U card.*]

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

Letter U says /u/, just like in “umbrella.” /u/, /u/, umbrella. Let's together say /u/, /u/, umbrella.

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

40

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 understanding of subtract.

For Option 2



Key Concepts

Review: Subtract
Add



Materials Needed

10 blocks

*Spinner

Tray

*Printables provided

Option 1: Offer the Week 32, Day 4 activity to review subtract.

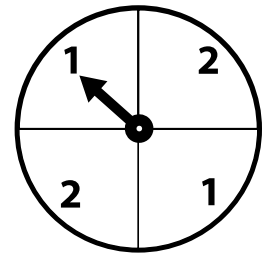
Option 2: Support children in determining how many blocks are left when a specified number of blocks is taken away.

Be Prepared: Put 10 blocks in an unorganized arrangement in the middle of the floor.

Explain that you need some help putting away the blocks on the floor. We will practice how to subtract as part of putting away the blocks. We will take turns spinning our spinner. We will take away from our group of blocks the number of blocks our spinner lands on. We will put in a tray the blocks we take away from the blocks on the floor. Display and describe how the spinner works, if appropriate.

Implement the activity with children taking turns spinning the spinner and taking a block to the tray. Consistently ask all children how many blocks remain after one or two blocks have been taken away. Periodically remind children we are subtracting blocks from our group of blocks.

Emphasize that the group of blocks on the floor is getting smaller. Is the group of blocks on the tray getting larger? We are subtracting (taking away) blocks from the floor and adding blocks to the tray.





3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will strengthen their basic understanding of different types of transportation.



Key Concepts

Review: Transportation
Sort
Truck



Materials Needed

Charts from Days 1 and 2

*3 pictures as shown

*Printables Provided



Optional Reading

Mrs. Armitage: Queen of the Road by Quentin Blake

BEGIN: We are learning about transportation. Remember, transportation is the way people or things move from one place to another place.

EXPLAIN: Each of us used some kind of transportation to get to our center today. We also will use transportation to go to another place when we leave our center today.

ASK: What kind of transportation will you use when you leave our center today?

EXPLAIN: We recorded our ideas about different kinds of transportation on a chart earlier this week.

[Display chart from Day 1 and read each item as you point to it.]

We also did some sorting of different kinds of transportation. Remember, when we sort we put things into certain groups. We sorted kinds of transportation by land, water, and air.

ASK: *[Display chart from Day 2. Point to appropriate picture at the top of each column as you ask the following questions:]*

- What kinds of transportation travel on a road?
- What kinds of transportation travel on water?
- What kinds of transportation travel in the sky?

[Again, it is not necessary for children to remember names of specific kinds of transportation. Some children may think of all kinds of aircraft as planes. Later sessions introduce children to particular names.]

EXPLAIN: Most of us ride in an automobile. Some of us may ride in a truck. Most of us see trucks every day.

- ASK:**
- What are some ways that automobiles are different from one another? (size, shape, number of people the auto can carry)
 - What are some ways that trucks are different from one another? (size, what they are made to do)

EXPLAIN: *[Display side by side three pictures of trucks.]*



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*Hajee/flickr.com/(CC BY-NC-ND 2.0)



raymondclarkeimages/flickr.com/(CC BY-NC 2.0)



We know that a truck is used for carrying things. We also know that trucks are made to do special jobs.

- ASK:**
- What kind of truck carries trash? (garbage truck)
 - What kind of truck carries rocks or soil? (dump truck)
 - What kind of truck can carry large items that would not fit into a smaller truck like a pickup truck? (semi-truck)

RECAP: We are learning a lot about transportation. We know that transportation is the way people and things move from one place to another. We also know that transportation happens on land, water, and in the sky.



Scaffolding Tips

Extra support ■ Use Day 3 pictures if children seem uncertain about ways automobiles are different.

Enrichment ■ If not all picture cards were used for the Day 2 activity, use the remaining cards for the review of land, water, and air kinds of transportation. Ask children if they know the name of the kind of transportation and whether it moves by land, water, or air. Keep in mind that children may not be familiar with some pictured kinds of transportation.



Center Activity

During outdoor play, create a “car wash” for children to wash bikes or other riding toys. Provide materials for children to pretend to “wash” their bikes or other riding toys. Examples: hose sections, washrags, towels. If your center allows the use of water outside, be sure parents know in advance to provide clothes and shoes that can get wet.



Family Child Care

Prepare multiple copies of the Day 2 picture cards for a transportation game. Each child keeps the card of a form of transportation he/she has seen. Encourage children to describe where he/she saw the form of transportation and what it did.

WEEK

40

DAY

5

Moving Our Bodies



3–5 YEARS

Small Group



Skill and Goal

Motor development

Children will strengthen their skills in underarm throwing and catching.

For Option 2



Key Concepts

Review: Underarm throw
Catch



Materials Needed

Yarn balls—1 per pair of children

Option 1: Offer the Week 18, Day 5 activity to review underarm throwing.

Option 2: Form pairs of children to practice underarm throwing and catching.

■ **Be Prepared:** Secure the assistance of another adult.

Explain that today we will work with a partner to throw and catch a ball. We will use underarm throwing. Provide a review of underarm throwing, if appropriate (see Week 40, Day 4). Remind children of the importance of 1) keeping their eye on something they want to catch, and 2) using both hands to catch a ball (see Week 39, Day 5).

Invite the other adult, or a volunteer child, to stand about five feet from you to demonstrate throwing and catching a ball. Be sure underarm throwing is used.

Organize pairs of children who face each other, standing 5–7 feet apart. Provide each pair with a yarn ball. Encourage children to carefully throw the ball to their partner. The throwing goal is to make the ball catchable. To decrease challenge, use a larger ball, such as a punch ball. To increase challenge, increase the distance between children in a pair.