

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 V (Days 2–5)

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## Mathematics

**Counting Things**

- Practicing counting numbers of items (Days 1–2)
- Identifying different numbers of dots (Day 2)
- Identifying small quantities of items without counting (Day 3)
- Making groups of 1–10 items (Days 4, 5)

Social  
Studies**Exploring Where We Live**

- Characteristics of buses (Days 1, 5)
- Characteristics of bicycles, tricycles, and motorcycles (Days 2, 5)
- Characteristics of passenger trains and freight trains (Days 3–5)

Creative  
Expression**Doing Drama**

- Understanding the concept of a story plot and recalling parts of a plot (Day 1)
- Using our bodies (and not our voices) to tell a story (Day 2)
- Creating story plots (Day 3)

Physical/  
Health**Staying Healthy and Safe**

- Characteristics of vegetables included in a soup (Day 4)
- How cows and goats are sources of milk (Day 5)

Revision: 06/30/2020

# Understanding Words



Language/  
Literacy

3–5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter U.



## Key Concepts

**New:** 1–2 words  
(see Be Prepared)



## Materials Needed

\*Letter U 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 U card.]

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

Letter U says /u/, just like in the word "umbrella." /u/, /u/, umbrella. Let's together say /u/, /u/, umbrella.

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

**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?]

U u

## 3–5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will practice counting numbers of items.

## For Option 2



## Key Concepts

**Review:** Count



## Materials Needed

*Ten Black Dots* by Donald Crews



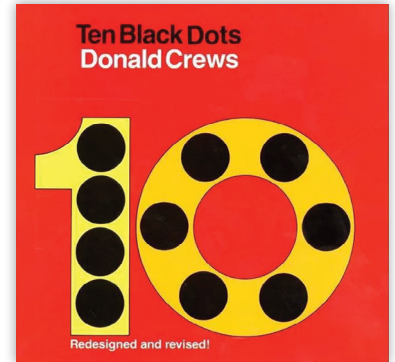
## Also Promotes

Language/Literacy

**Option 1:** Offer the Week 1, Day 1 activity to review the concept of numbers.

**Option 2:** Engage children in counting dots as part of different items illustrated in a book.

Introduce the book. Draw attention to the numeral 10 on the book cover. Invite children to say the two numerals (1, 0) that are part of the number 10. Trace each numeral with your finger. Ask children for their ideas about the book's question, "What can be done with 10 black dots?"



Point to (or invite a volunteer child to point to) each of the dots on a page as you count them together. Describe any items that may be unfamiliar or confusing to children, such as portholes (windows in the shape of a circle on a boat).

Explain how the dot(s) is part of an item, such as the eyes of a fox. Help children connect items to their experiences. Some items may be a focus of your room's past or forthcoming activities. Example: freight trains are featured in Week 41, Day 3 (Social Studies).

Draw attention to the rhyming words at the end of each sentence on each set of pages, such as sun/done and coat/boat. Invite children to repeat the rhyming words with you.

Invite children to count together the lines of dots at the end of the book as you point to each dot.



## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of buses.



## Key Concepts

**New:** Bus  
School bus  
Touring bus  
Accessibility

**Review:** Ramp



## Materials Needed

\*5 pictures as shown

\*Printables provided



## Optional Reading

*Don't let the Pigeon Drive the Bus!* by Mo Willems

*Last Stop on Market Street* by Matt de la Peña

*School Bus* by Donald Crews

**BEGIN:** Today we are going to learn about different types of buses. A **bus** can carry lots of people from one place to another. Buses travel on roads.

- ASK:**
- Have you ridden on a bus?
  - What was it like?

**EXPLAIN:** Let's look at some pictures of different types of buses and think about the special job each bus does.

[Display picture of school bus. Point to lights and stop sign as you describe each.]

- ASK:** What special job does this bus do? (take children to/from school, on a field trip)

**EXPLAIN:** A **school bus** takes children to and from school. It also takes children on a field trip. School buses have special lights and stop signs that let people know when the bus is going to stop so children can get off the bus or on the bus. Cars near the bus stop moving when the lights and stop signs are on.



Bill McChesney/flickr/(CC BY 2.0)

- ASK:**
- Why is it important for cars near a school bus to stop moving when the lights and stop signs are on? (so children are safe)

[Display picture of a school bus interior.]

- The seats on a school bus usually look like benches. Have you ever seen bus seats that look like this?

[Display picture of touring bus. Point to doors for lower-level storage space as you describe this area.]



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

- What job might this type of bus do? (take people on trips)

**EXPLAIN:** A **touring bus** takes people and their things on trips. People can ride on a touring bus to see a special place like a farm or a park or a museum. People put their things inside the bus or in a storage place under the bus.



Greg Goebel/flickr/(CC BY-SA 2.0)

[Display picture of accessibility bus.]



University of the Fraser Valley/flickr/(CC BY 2.0)





This bus helps people who have a physical disability get from one place to another place. People who use a wheelchair can ride on this type of bus. This is called an accessibility bus. Accessibility is a big word. **Accessibility** means that something can be reached. People with a disability can reach (get to) where they want to go on an accessibility bus.

[Display picture of accessibility bus ramp.]

We know that a ramp has a slope that makes it easier to walk on or move a wheelchair on.

**ASK:** How might this ramp help people get on and off the bus? (no steps to climb)

**RECAP:** Buses take people and their things from one place to another. Each type of bus does a different job.



New York City Dept. of Transportation/flickr//CC BY-NC-ND 2.0



### Scaffolding Tips

**Extra support** ■ Children may benefit from a quick review of uses of wheelchairs in Social Studies Week 4, Day 4.

**Enrichment** ■ Invite children to talk about their experiences with specific bus features, such as the stop sign on a school bus or a ramp on an accessibility bus.



### Center Activity

Create a bus in the housekeeping area by placing chairs in a row. Include a “steering wheel” for the bus driver and provide other props for the passengers, such as money, luggage, briefcases, and other things people would carry on a bus. Encourage children to pretend they are taking a trip on a bus.



### Family Child Care

If your home is on a bus route or near a school, consider taking children to see the bus in action. If possible, take children on a ride on a city bus.



3-5 YEARS

Large/Small Group



### Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that a plot is the order of events that happen in a story.



### Key Concepts

**New:** Plot

**Review:** Story  
Pretend  
Character



### Materials Needed

Flannel board

\*The Three Little Pigs cutouts (see Be Prepared)

\*The Three Little Pigs story



### Also Promotes

Language/Literacy

\*Printables provided

**Prepared:** If possible, laminate *The Three Little Pigs* cutouts for durability. Affix a hook and loop fastener to the back of each cutout for use on a flannel board.

Review or become familiar with the provided *The Three Little Pigs* story in advance of the activity so you do not need to use a script.

**BEGIN:** Several weeks ago we imitated the voices of the characters in the story *Goldilocks and the Three Bears*. Remember, a story is something we tell to let people know about something that happened. This week we will practice telling more stories.

**EXPLAIN:** Stories can be real or pretend. Remember, when we pretend we act as if something is true or real when it is not.

**ASK:** Is the story of *Goldilocks and the Three Bears* real or pretend? (pretend)

**EXPLAIN:** Some stories have a lot of characters. Other stories have only a few characters. We know that a character is a person or an animal (or creature) in a story or book.

Today we will listen to a story called *The Three Little Pigs*.

**ACT:** Pop up if you've ever heard this story!

[Encourage children to sit down after you have commented on the number of children that have heard the story of *The Three Little Pigs*.

Use the flannel board and cutouts to tell the story of *The Three Little Pigs*. Change the tone of your voice to represent each of the characters in the story.]

**ASK:**

- Was the story of *The Three Little Pigs* real or pretend? (pretend)
- Who were the characters in the story? (the three pigs, wolf)

**EXPLAIN:** We know that the story of *The Three Little Pigs* is a pretend story about three little pigs and a wolf.





All stories have something called the plot. The **plot** is the order of events (things) that happen in a story. Let's think about the plot of *The Three Little Pigs*.

**ACT:** [*Refer to flannel board cutouts as you describe events.*]

- First the three little pigs moved out of their parents' house and decided to each build a house at the edge of a forest.
- What happened next in the story? (the pigs each built a house)
- Did each of the three pigs make a house with the same thing? (no) Let's all stand and pretend to build a house, just like the three little pigs.

[*Encourage children to pretend to build a house for several seconds.*]

- What happened after the three little pigs finished building their houses and relaxed for a while? (a wolf came by and blew down the house made of straw) Let's stand and pretend we are the big bad wolf trying to blow down the house made of straw!

[*Encourage children to pretend to blow down the house of straw for several seconds.*]

- Then what happened when the first little pig ran to the second little pig's house? (the wolf blew down the second pig's house made of sticks) Let's stand again and pretend we are the big bad wolf blowing down the house made of sticks!

[*Encourage children to pretend to blow down the house of sticks for several seconds.*]

- When the wolf blew down the house of sticks, the two little pigs ran to the third pig's house. Then what happened? (the wolf tried to blow down the house made of bricks, but he could not blow it down) Let's stand one more time and pretend we are the big bad wolf trying to blow down the house made of bricks!

[*Encourage children to pretend to blow down the house made of bricks for several seconds.*]

- What was the last thing that happened in the story? (the wolf left, the little pigs lived happily ever after)

**EXPLAIN:** The story of *The Three Little Pigs* would be very different if we changed the order of events.

**ASK:** How would the story be different if the wolf tried to blow down the house made of bricks first? (he wouldn't be able to; he might go away)

**EXPLAIN:** The order of events in a story is important. The story would be changed if the plot was different.

WEEK

41

DAY

1

# Doing Drama *continued*



**RECAP:** Today we learned that a plot is the order of events that happen in a story. We listened to the story of *The Three Little Pigs* and remembered the order in which events happened.



## Scaffolding Tips

**Extra support** ■ After you ask whether each pig made a house with the same thing, it may be helpful to state again or describe each material (straw, sticks, bricks) and point to the corresponding cutout.

**Enrichment** ■ Invite children to use the flannel board and cutouts to put story events in order.



## Center Activity

Provide the flannel board and cutouts. Encourage children to retell the story or make up their own story with the cutouts.



## Family Child Care

Plan a visit to the library for story time. After story time, talk with children about story characters and plot.

# Understanding Letters



## 3–5 YEARS

### Small Group



#### Skill and Goal

##### Letter knowledge

Children will identify and name the letter V.



#### Key Concepts

**Review:** Vehicle



#### Materials Needed

Chart paper

\*Letter V 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 V card.]

**ASK:** Does anyone know the name of this letter?

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

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

This is an uppercase V.

We can also write the letter V like this.

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

This is a lowercase v.

Several weeks ago we played a game in which we pretended to make the noise of different vehicles. Remember, a vehicle is something that takes us from one place to another.

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

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

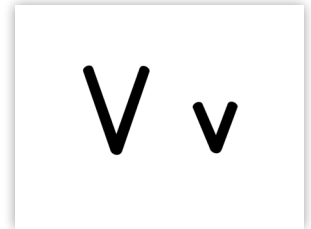
Let's all say the word "vehicle."

[Invite a volunteer child to point to letter v in the word "vehicle."]

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

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





# Understanding Letters *continued*



*If a child indicates there is a letter V 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 v that appears somewhere else in a child's name.]*

**RECAP:** Today we learned about the letter V. What word begins with the letter v? (vehicle)



## Scaffolding Tips

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

**Enrichment** ■ Invite pairs of children to make the letter V with their bodies.



## Center Activity

Provide children with items to make a pretend vegetable stand. Supply a cash register, bags, and toy vegetables. Invite children to pretend to sell vegetables in the vegetable stand.



## Family Child Care

Serve vegetable soup for lunch. Encourage children to name the vegetables they find in their soup.

## 3–5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will broaden their understanding of numbers.

## For Option 2



## Key Concepts

**Review:** Count



## Materials Needed

Clothespins (see Be Prepared)



## Also Promotes

Self-Regulation

**Option 1:** Offer the Week 1, Day 2 activity to review how to verbally count from 1–5.

**Option 2:** Engage children in a fun song in which they fall down according to the number on a clothespin they are wearing. This option includes children identifying the number of dots on their clothespin.

**Be Prepared:** Prepare a sufficient number of clothespins so each child can wear one. With a marker, draw one dot on a clothespin, two dots on a different clothespin, etc., up to five dots on a clothespin. Some children will have the same number of dots on their clothespin. Example: In a group of 10 children, two children will have a clothespin with one dot, two will have a clothespin with two dots, etc.

Teach children the adjacent song while walking in a circle holding hands. Invite children to fall down at the end of the song.

Display clothespins. Explain that each clothespin has a different number of dots on it. Provide each child with a clothespin. Encourage children to count and say aloud the number of dots on their clothespin. Help children affix the clothespin to a part of their clothing that they can readily see.

Arrange children in a circle in random order. Explain that we are going to change the song a little bit. Instead of everyone falling down at the end of the song, only children wearing a clothespin with a certain number of dots will fall down. We need to listen carefully to the song. The end of the song will say the number of dots that fall down. Offer an example: “Round and round the circle we go, all around the town. Round and round the circle we go, and then three dots fall down.” Encourage children wearing clothespins with three dots to fall down. Continue singing the song, ending each version with a different number (1–5).

## Round and Round the Circle We Go

*(sing to the tune of Row, Row, Row Your Boat)*

Round and round the circle we go,

All around the town.

Round and round the circle we go,

And then we all fall down!

The Option 2 activity plan is an adaptation of Activities #2c, #10b, and #16 in *Math Is Everywhere*, a preschool math curriculum compiled from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst. The Arnold et al. group cites the following source for Activities #2c and #10b: Cryer, D., & Harms, T. (1988). *Active learning for threes*. Boston, MA: Addison-Wesley Publishing Company. The Arnold et al. group cites the following source for Activity #16: Copley, J. V. (2009). *The young child and mathematics* (2nd ed.). Washington, DC: National Association for the Education of Young Children.



## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of bicycles, tricycles, and motorcycles.



## Key Concepts

**New:** Tricycle  
Bicycle  
Motorcycle

**Review:** Transportation



## Materials Needed

Tricycle  
Blanket  
Helmet  
\*3 pictures as shown



## Also Promotes

Language/Literacy

\*Printables provided

**Be Prepared:** When children are not in your classroom, place a tricycle under a blanket in the area where today's activity will be offered. If a tricycle is not available in your setting, display the provided picture of a tricycle.

**BEGIN:** [Point to "hidden" tricycle or picture of tricycle.]

Under this blanket is a form of transportation we can use in our center. We know that transportation is a way people or things move from one place to another. What do you think is hidden under the blanket?



**EXPLAIN:** A **tricycle** is a kind of transportation that has three wheels.

- ASK:**
- Have you ever ridden on a tricycle?
  - Where did you ride on the tricycle?

**EXPLAIN:** [Point to pedals and handlebars as you describe each.]

We use two parts of a tricycle to make it go places. We move our feet on the pedals of the tricycle to make the wheels go around. We use our hands and arms to move the handlebars. We use the handlebars to point to where we want to go. The handlebars move the front wheel of the tricycle.

[Display picture of bicycle.]

This is a bicycle. A **bicycle** is a kind of transportation with two wheels.

[Point to and count wheels with children.]

Bicycles and tricycles have some things that are the same and some things that are different.



Arun Katyar/flickr/(CC BY-SA 2.0)

[Display pictures of tricycle and bicycle side by side.]

- ASK:**
- What things are the same? (both have wheels, both have pedals, both have handlebars)
  - What things are different? (the number of wheels, location of foot pedals)

[Display picture of a motorcycle. Point to motor and handlebars when you describe each.]



Open Threads/flickr/(CC BY-NC-ND 2.0)



**EXPLAIN:** This is a motorcycle. A **motorcycle** is a kind of transportation with two wheels and a motor. All motorcycles have a motor. That is why the word “motorcycle” has the word “motor” in it.

The word “motorcycle” is a compound word.

**ASK:** What two words do we hear in the word “motor-cycle”? (motor, cycle)

**EXPLAIN:** A motor moves the wheels on a motorcycle. People who ride a motorcycle do not use their feet to make the motorcycle move. People use their arms and hands to point the handlebars to where they want to go on a motorcycle.

There are two more parts of our body that people use when they ride a tricycle, a bicycle, or a motorcycle.

*[Point to your eyes and ears.]*

**ASK:** • Why is it important to use our eyes and ears when we ride a tricycle, a bicycle, or a motorcycle? (to make sure we do not run into other people or things)

*[Display helmet]*

- What is this? (helmet)
- Why is it important to wear a helmet when we ride a tricycle, bicycle, or motorcycle? (to keep our head safe if we fall or hit something)

**RECAP:** Today we learned that bicycles, tricycles, and motorcycles are kinds of transportation that can get people from one place to another place.



### Scaffolding Tips

**Extra support** ■ Help children focus on parts of a tricycle by asking questions such as: “When we ride a tricycle outside, how do we make it go?” “How do we turn the tricycle?” ■ Point to each of the three wheels of the tricycle when you describe them. ■ Remind children that we make a compound word by putting two words together (Language/Literacy Week 8, Day 2).

**Enrichment** ■ Invite children to describe things that keep people safe on a bicycle, tricycle, or motorcycle. (helmet, pads, reflective belt, etc.)



### Center Activity

Provide materials in the art center for children to create a transportation collage. Examples: magazines with transportation pictures, scissors, glue, markers, paper.

WEEK

41

DAY

2

# Exploring Where We Live *continued*



## Family Child Care

If possible, show a bicycle as part of the description and discussion of how a bicycle works. Displaying both a tricycle and bicycle will enhance discussion of similarities and differences of these two common forms of transportation.



## 3–5 YEARS

## Large/Small Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand how to tell a story using body movements only.



## Key Concepts

Review: Plot  
Space



## Materials Needed

Flannel board

\**The Three Little Pigs* cutouts

\**The Three Little Pigs* story



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** Yesterday we listened to the story of *The Three Little Pigs*. We talked about the story's plot. We learned that a plot is the order of events that happen in a story. Let's try to remember the plot of *The Three Little Pigs*.

**ACT:** [Use flannel board and cutouts to show what children describe.]

- What happened first in the story?
- What happened next?
- What happened last?

**EXPLAIN:** Today let's try using our bodies to tell the story. We will not use our voices! In the first part of the story, the little pig builds a house made of straw. Please watch closely as I move my body to tell the first part of the story.

[Pretend to pick up the straw and form it into a house. Remain silent.]

**ASK:** How could we pretend to be the wolf trying to blow down the house made of straw?

Let's try it together.

**ACT:** [Encourage children to use their bodies to pretend to be the wolf trying to blow down the house made of straw.]

**EXPLAIN:** Now let's tell the whole story of *The Three Little Pigs*. I will tell the story with my voice. You tell the story with your body.

We will stay in our personal space when we tell the story using our bodies. Remember, space is the area around our body that is empty and available for us to use.

**ACT:** [Invite children to stand. Tell the story of *The Three Little Pigs* with your voice as you encourage children to tell the story with their bodies.]

**ASK:** Is our voice the only way to tell the plot of a story? (no)



**RECAP:** Today we told the story of *The Three Little Pigs* using our bodies. Were any parts of the story easy or hard for you to tell by using your body only? Which one(s)?



### Scaffolding Tips

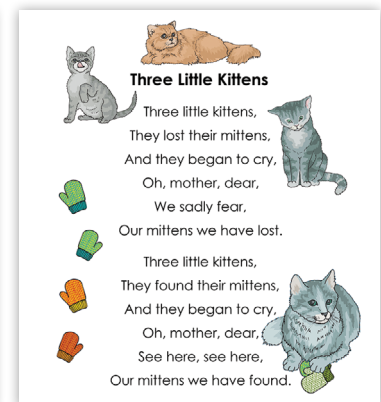
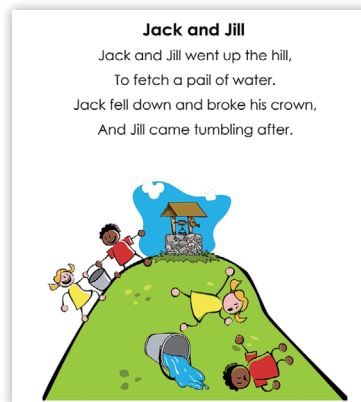
**Extra support** ■ It may be helpful for some children to watch you (or a volunteer child) demonstrate some of the actions that you describe in telling the story. Children are likely to use a range of body movements to tell the story. It is fine if some children prefer to watch others only.

**Enrichment** ■ Ask children to describe how they moved their bodies differently when pretending to be the little pigs, compared to pretending to be the wolf. (Pigs: pretended to build; Wolf: pretended to destroy (tear down) something, be mean)



### Center Activity

Provide \*nursery rhyme cards. Encourage children to take turns telling the nursery rhymes using their body movements only. Suggest the center be a “no talking zone.” Encourage other children to guess the nursery rhyme they are telling.



\*Printables provided



### Family Child Care

Play charades with children. Make a list of everyday activities that can be demonstrated by using body movements only. Take turns demonstrating the activities as you encourage other children to guess the activities. Examples: brushing teeth, sleeping, writing.

# 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 V.



## Key Concepts

**New:** 4–6 words  
(see Be Prepared)

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



## Materials Needed

\*Letter V 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 V card.]

What is the name of this letter?

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

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

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

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

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

# Understanding Words *continued*



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

## 3–5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will practice identifying small quantities of items without counting.

## For Option 2



## Key Concepts

**Review:** Count



## Materials Needed

- 10 toys similar in size
- 2 small blankets or towels

**Option 1:** Offer the Week 1, Day 4 activity to review how to link number words to groups of items without counting.

**Option 2:** Engage children in identifying and briefly remembering two groups of different quantities.

In advance of the session, place two separate groups of 2–5 small toys on a table and cover each group with a blanket. Open the session by reminding children that we are learning how to look at a group of items and know how many there are without counting. Briefly remove the blankets and encourage children to look at each group. Then cover both groups of items and ask children how many items were in each group. Do not comment on the accuracy of their responses. Then uncover both groups of items and support children in counting the number of items in each group. Repeat this procedure with a change in the number of items (up to five) in one or both of the two groups.





## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of trains.



## Key Concepts

**New:** Railroad cars  
Passenger train  
Passengers  
Freight train

**Review:** Train  
Engine  
Railroad tracks



## Materials Needed

\*6 pictures as shown

\*Printables provided



## Optional Reading

*Trains* by Gail Gibbons

*Locomotive* by Brian Floca

*This Train* by Paul Collicutt

**BEGIN:** We are learning about transportation. Today we will talk about trains.

- ASK:**
- Have you ever ridden on a train or seen a train?
  - What was it like?

**EXPLAIN:** [Display picture of passenger train. Point out separate cars when you describe railroad cars.]

We know that a train carries things like food, cars, and wood. Some trains carry people from place to place. Trains move on land.

**Railroad cars** are separate sections of a train. Railroad cars can carry people or things. Some trains are long because they have many railroad cars.

The train shown in this picture is called a passenger train. A **passenger train** moves people and their things. People who use forms of transportation like trains and buses are called **passengers**. People sit in seats in a railroad car while the train moves from one place to another place.

[Display picture of interior of railroad car with seats.]

This picture shows the inside of a railroad car that carries people. Some seats are next to a window.

- ASK:** Why might we want to sit next to a window? (so you could see outside)

**EXPLAIN:** On some passenger trains there is a special railroad car where people can have a snack or a meal. There are tables for people to use. Some passenger trains have railroad cars with beds so people can sleep on a long trip.

[Display picture of train engine. Point to windows at the front of the engine car when you describe the people who run the engine.]

The railroad cars are pulled or pushed by an engine. This picture shows the train's engine. Remember, an engine is a motor that moves things. Train engines are very



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Dave Rees/flickr/(CC BY-NC-ND 2.0)

big. The engine in this picture is at the front of the train. The people who run the engine sit behind the windows so they can see what is going on around the train.

*[Display picture of train wheels.]*

Trains have wheels. The wheels shown in this picture look different than the wheels on an automobile and other kinds of transportation we have talked about. The wheels are round, just like other wheels.



Juhana Leinonen/flickr/(CC BY 2.0)

*[Display picture of train tracks.]*

The train wheels move on railroad tracks. Remember, trains use railroad tracks to travel from one place to another place. Trains cannot move on land without tracks.



Now let's talk about another kind of train. This train carries items from one place to another place.

*[Display picture of freight train.]*

This train is called a freight train. A **freight train** moves items. The items on a train might be things like logs cut from trees or grain grown on farms. There are no seats for people on a freight train.



Ron Reiring/Wikimedia/(CC BY 2.0)

**RECAP:** Today we learned about trains. Trains carry people from one place to another. A train that carries people is called a passenger train. A train that carries things like logs or grain is called a freight train. Trains have wheels that sit on top of railroad tracks.

### Scaffolding Tips

**Extra support** ■ It may be helpful to remind children that forms of transportation move people or things from one place to another place. ■ Engage children in a discussion of trains or railroad tracks that are near your center or in a part of your community familiar to children.

**Enrichment** ■ In discussion of the picture of train wheels on a track, point to how wheels fit on the track. Also, ask children why a train would not be able to move without a track. ■ Ask children what other forms of transportation have engines. ■ Use craft sticks to describe railroad tracks.

WEEK

41

DAY

3

# Exploring Where We Live *continued*



## Center Activity

Provide toy train pieces in the block center plus copies of train schedules to encourage children to create trains.



## Family Child Care

Invite children to pretend they are taking a ride on a train. Encourage children to decide where they are going, what things they should pack for the trip, and where they might sit on the train.



## 3-5 YEARS

## Small Group



## Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will take turns creating the plot of a story.



## Key Concepts

Review: Plot



## Materials Needed

Digital timer

\*The Three Little Pigs cutouts (Day 1)



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** [Invite children to sit in a circle.]

We are learning that a plot is the order of events that happen in a story. This week we listened to the story of *The Three Little Pigs* and we used body movements to act out the story without using our voices.

**ASK:** [Display and briefly describe cutouts of wolf and each of the three houses.]

- What did we learn about first in our story: the wolf or the houses built by the three pigs? (houses)
- The wolf tried to blow down each of the three houses. What was the last house he tried to blow down? (the house made of brick)
- Was the wolf able to blow down the house made of brick? (no!)



**EXPLAIN:** Today we are going to make up a different plot for a story about three little pigs and a wolf.

[Display timer.]

We are going to use this timer to help us take turns making up a new plot. Let me show you how.

I am going to start the timer. I will use my own ideas to tell a story about three little pigs and a wolf while the timer is going. When the timer beeps, I will stop telling my part of the new story.

[Start the timer and tell a different beginning to *The Three Little Pigs*. Example: "Once upon a time there were three little pigs who lived in a big barn. Each little pig wanted his own place to live so the pigs decided to each build their own house. The first little pig built a house out of mud."]

**ASK:** What did I change in the first part of the story? (the little pigs lived in a barn, the first little pig built a house made of mud)





**EXPLAIN:** Now we will each take turns adding more to the story. When I start the timer again, someone else will tell the next part of the story. Remember, each of us uses our own ideas. When it is your turn to tell part of the new story, you can make up whatever you want as long as it is about the three little pigs and the wolf.

[Offer examples of how children may change the plot. Examples:

- What will the pigs use to build their houses?
- Will the wolf be alone or will he have a friend with him?
- Will the pigs live alone or have pets that live with them in their houses?]

You may skip your turn if you want to.

**ACT:** [Set the timer for approximately 10–20 seconds. Begin the new story by retelling what you said earlier. Stop when the timer beeps. Invite the child to your left to make up the next part of the story. If the child does not wish to participate, simply move to the next child. Start the timer again for the next child and continue to move around the circle until each child who wishes to participate, has a turn.

*When the story seems close to an end, take a few moments to end the story. If there are children remaining who have not had a turn to tell part of a story, begin another story in a different way. There may be 2–3 versions of a story.]*

**RECAP:** Today we worked as a group to make up our own stories about three little pigs and a wolf. Each of our stories had a new plot.



### Scaffolding Tips

**Extra support** ■ Eliminate use of the timer if you anticipate it will distract children from contributing. The main purpose of the timer is to facilitate children's efficient participation.

■ Anticipate that stories may be short, with two or three children contributing. As suggested in the activity plan, bring the story to a close and begin a new one. ■ Be sure to offer a prompt (see sample questions in the activity plan) for children who seem hesitant to contribute. It is fine for children to add differing amounts of information to the story.

**Enrichment** ■ Encourage children to use the cutouts as part of their story contribution. ■ Some children may be interested in beginning a new version of a story about three little pigs and a wolf.



WEEK

41

DAY

3

# Doing Drama *continued*



## Center Activity

Provide flannel board and \*cutouts from *Goldilocks and the Three Bears* and *The Three Little Pigs*. Encourage children to make up a new story with the familiar characters.



\*Printables provided



## Family Child Care

Provide different book versions of *The Three Little Pigs*. Examples: *The Three Little Pigs* by Patricia Siebert, *The Three Little Pigs* by Paul Galdone, *The Three Little Pigs* by Parragon Books. Discuss the different plots in each version of the story.



## 3–5 YEARS

## Large Group



## Skill and Goal

## Letter knowledge

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



## Key Concepts

**Review:** Vehicle



## Materials Needed

Chart paper

Marker

\*Letter V card

\*4 letter V 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 V.

**ACT:** [Display letter V card.]

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



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

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

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

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

What is our word that begins with the letter V? (vehicle) We know that a vehicle is something that takes us from one place to another.

The letter V says /v/, just like at the beginning of the word "vehicle." /v/, /v/, vehicle. Let's say that together: /v/, /v/, vehicle.

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



violin



vest



volcano



van

*[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 violin. The letter v 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 V and write them on our chart. Remember, the letter V says /v/, /v/.

*[Help children by suggesting other words that begin with v. Examples: very, vacation, vegetable, vote.]*



*Invite one or more volunteer children to find the letter v 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 V on your chart paper.]*

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

*[Give each child his/her letter journal.]*

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

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



### 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 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 v. Example: “A lowercase v looks like an uppercase V, but it is smaller.”



### Center Activity

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

WEEK

41

DAY

4

# Understanding Letters *continued*



Language/  
Literacy



## Family Child Care

Invite children to use a large cardboard box and pretend it is a van. Explain that a van is a vehicle that begins with the letter V. As children pretend to ride in the van, tell a story using words that begin with the letter V. Enunciate the /v/ sound in each V word. Example: Once there was a group of villagers who wanted to go on a vacation and find a very violet vase. They ventured off and drove through a very low valley where they saw a very large volcano! The volcano was surrounded by vultures. The villagers were very scared of the volcano, so they turned their van and drove back to their village.

## 3–5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will practice making groups of 1–10 items.

## For Option 2



## Key Concepts

**Review:** Count  
Group of two



## Materials Needed

Plastic cups—1 per child and adult

Counters—10 per child and adult

**Option 1:** Offer the Week 2, Day 3 activity to review making groups of two.

**Option 2:** Engage children in making groups of 1–10 counters.

Display a plastic cup and a counter (circle). Invite children to pretend the cup is a small pond and the counter is a small frog. We also will pretend that the floor (or table) around our pond is soil (dirt). Our frogs like to sit on the soil around the pond. They also like to jump in the pond (cup). Demonstrate your descriptions. Sometimes one frog jumps into our pond. Sometimes ten frogs jump into our pond.

Provide each child with one cup and 10 counters. Encourage children to put the pretend frogs (counters) next to their pretend pond. Then invite children to pretend that two frogs jumped together into the pond. Encourage children to make a group of two frogs on the pretend soil (table or floor) and then help the two frogs jump together into the pond. Forming the group and having the group “jump” together are important features of the activity.

Explain that the two frogs have had a fun time in the pond and now want to get back on the soil to dry off. Encourage children to help the two frogs in their pond jump together from the pond to the soil.

Continue this procedure with children forming groups of 1–10 frogs in random order. Draw attention to each time children make a group of frogs. Example: “We made a group of five pretend frogs. Now we will help our group of five frogs jump into the pond.”



## 3–5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand basic characteristics of freight trains.



## Key Concepts

**Review:** Freight train



## Materials Needed

*Freight Train* by Donald Crews

\*1 picture as shown

Paper—1 per child

Writing/drawing tools

\*Printables provided



## Optional Reading

*Steam Train, Dream Train*  
by Sherri Duskey Rinker

*How to Train a Train* by  
Jason Carter Eaton

**Be Prepared:** Create a cover for a classroom book children will make today. Use a title such as *Our Freight Train*. Include a line that says: *Illustrated by children in (name of your classroom).*

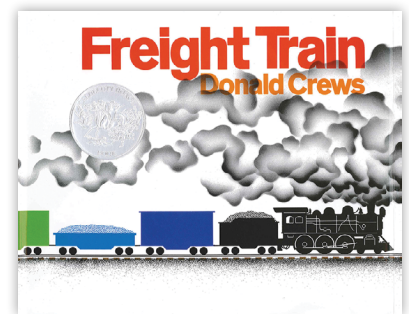
**BEGIN:** We are learning about trains. Yesterday we talked about a train that carries people. It is called a passenger train.

**EXPLAIN:** Today we will talk about trains that move items. Items are carried in railroad cars. Each railroad car might carry a different kind of item.

**ASK:** What do we call a train that moves items? (a freight train)

**EXPLAIN:** [*Display book cover.*]

Today we will read a book about a freight train. The book will show us different kinds of railroad cars that might be part of a freight train. The title of the book is *Freight Train*. The author and illustrator is Donald Crews.



**ACT:** [*As you read the book, use your own words to describe illustrations.*]

**EXPLAIN:** Freight trains can have many railroad cars and carry a lot of items. Sometimes a freight train has more than one engine to help move it along the track.

[*Display picture of train with more than one engine.*]

**ASK:** How many engines does this train have?

[*Point to each engine as you lead children in counting.*]

**EXPLAIN:** We are going to make our own freight train book. Each of us can make a page for the book. You can decide which kind of railroad car you want to draw. You can also draw what your railroad car is carrying. We will put our pages together to make our own freight train book.

**ACT:** [*Invite children to draw a railroad car of their choice and include what the car is carrying. Encourage each child to tell you what the railroad car is carrying so you can add this information to their drawing. Some children may wish to write some or all of the key word(s) (with your support). Assemble the book and place it in a prominent location in the classroom.*]



Kabelleger/David Gubler/Wikimedia/(CC BY-SA 3.0)





**RECAP:** Today we learned more about a freight train. We know that freight trains carry items from one place to another place. Some freight trains are so big they have more than one engine to pull it. We read a book about a freight train and then made our own book.



### Scaffolding Tips

**Extra support** ■ As part of drawing a railroad car, some children may benefit from looking at one or more pages of the *Freight Train* book. Copying a picture is not encouraged. ■ At or near the conclusion of the book-making activity, offer a brief overview of what is being carried in the railroad cars drawn by children. Example: "Our railroad cars are carrying many different things. I see pictures of . . ."

**Enrichment** ■ Engage children in a discussion of how the illustrator made the train look like it was going fast. Pertinent pages are toward the end of the book, beginning with the page that says "Moving." ■ Explain that a tunnel is an underground passageway.



### Center Activity

Add geometric felt pieces (rectangles, squares, circles, triangles) to the flannel board area. Place a copy of the book *Freight Train* by the felt pieces. Encourage children to use felt pieces to create their own train on the flannel board. Encourage children to make a train by connecting different railroad cars.



### Family Child Care

Invite children to create their own train with empty food boxes, craft rolls, and other scrap art materials. Ask children what they want to transport, and encourage them to create a train that would carry the thing they want.

# Staying Healthy and Safe



## 3–5 YEARS

### Large Group



#### Skill and Goal

##### Good health practices

Children will strengthen their understanding of vegetables and how they are grown.

#### For Option 2



#### Key Concepts

**Review:** Vegetable



#### Materials Needed

*Growing Vegetable Soup*  
by Lois Ehlert

\*6 pictures as shown



#### Also Promotes

Science

Language and Literacy

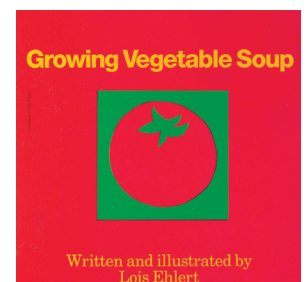
\*Printables provided

**Option 1:** Offer the Week 19, Day 4 activity to review how food is grown on farms.

**Option 2:** Engage children in reading a book about vegetable soup and discussing whether familiar vegetables are grown above or under the ground.

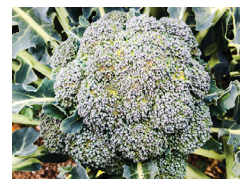
Open the session by reminding children that vegetables (sometimes called veggies) are part of a plant that we can eat. Explain that our book today will tell how vegetables can be used to make a soup.

Introduce and read *Growing Vegetable Soup*, giving emphasis to above-ground and below-ground differences in where the edible part of a plant (the vegetable we eat) grows. Also remind children that we have talked about how plants and other living things need water, sun, and soil (dirt) to grow (Science Week 12, Day 3). Children may benefit from a brief description of what it means to weed a garden. Explain that weeds are plants that usually grow fast and can climb over or push out plants that we want to keep. We pull weeds out of the soil/dirt when we weed a garden.



After reading the book, display and describe six pictures of vegetables. Indicate whether the plant that produces the vegetable grows above or below ground. Sort the pictures into these two categories. The vegetables for this activity include the following:

- Carrot: below ground
- Potato: below ground
- Onion: below ground
- Green beans: above ground
- Corn: above ground
- Broccoli: above ground



# 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 V.



## Key Concepts

**New:** 2–3 words  
(see Be Prepared)

**Review:** All words  
introduced on  
Days 1 and 3



## Materials Needed

\*Letter V 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 V card.]

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

Letter V says /v/, just like in "vehicle." /v/, /v/, vehicle. Let's together say /v/, /v/, vehicle.



**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

41

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 of how to make groups of 1–10 items.

## For Option 2



## Key Concepts

**Review:** Count



## Materials Needed

Crayons—10 per child and adult

Small plates—1 per child

**Option 1:** Offer the Week 3, Day 1 activity to review forming groups of two and three.

**Option 2:** Engage children in making groups of “candles” (crayons) for pretend birthday cakes.

Give each child 10 crayons and one small plate. Explain that we will pretend the crayons are candles that each of us will put into groups for pretend birthday cakes. Our plate is a pretend cake. Demonstrate putting two crayons in a vertical (or horizontal) position on a plate. The group of two candles is for a child who is turning two years old.

Lead children in making a group of five candles on their plate for celebrating a five-year-old child’s birthday. Repeat with a different number to reinforce children’s understanding of how to make a group.

If children readily make groups you specify, add challenge by having children make a group of candles for any age they individually choose—up to 10 years. Invite each child to tell how many pretend candles they have put on their pretend cake. An additional option is to encourage children to pretend we are celebrating two children’s birthdays at the same time. Each child wants his/her own cake. Specify ages of each child, or encourage children to do so. If a second plate is not available for each child, children can form a second group of crayons outside of the plate for the second pretend cake.





## 3-5 YEARS

## Large Group



## Skill and Goal

Knowledge of  
social and physical  
environments

Children will understand  
different kinds of  
transportation.



## Key Concepts

Review: Bus



## Materials Needed

\*8 pictures as shown

Class book made on  
Day 4

\*Printables Provided



## Optional Reading

*Trainstop* by Barbara  
Lehman

*The Bicycle Man* by Allen  
Say

**BEGIN:** We are learning about transportation. We know there are different ways to move from one place to another place.

**EXPLAIN:** A bus is one way people can move from one place to another place. A bus can carry lots of people from one place to another. We learned that there are different kinds of buses.

- ASK:**
- What is one kind of bus we learned about? (school bus, touring bus, accessibility bus)  
[Display picture of the bus a child names.]
  - What can you tell us about this bus?

**EXPLAIN:** We learned that tricycles and bicycles are other ways we can move from one place to another place.

**ASK:** [Display pictures of tricycle and bicycle.]

- A tricycle and a bicycle both have pedals. What part of our body do we use with pedals? (feet, legs)
- A tricycle and a bicycle both have handlebars. What do we do with handlebars when we ride a tricycle or bicycle? (hold on with our hands, point to where we want to go)
- How are tricycles and bicycles different? (number of wheels, location of pedals)  
[Display picture of motorcycle.]
- How is a motorcycle different than a bicycle or tricycle? (it has a motor)



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NYC Dept of Trans/flickr/(CC BY-NC-ND 2.0)



Arun Kattyar/flickr/(CC BY-SA 2.0)



Open Threads/flickr/(CC BY-NC-ND 2.0)

**EXPLAIN:** [Display pictures of passenger and freight trains.]

Trains are another kind of transportation. We talked about two different kinds of trains.

- ASK:**
- What can you tell us about a passenger train?
  - What can you tell us about a freight train?



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Ron Retiring/Wikimedia/(CC BY 2.0)





**EXPLAIN:** *[Display classroom book prepared on Day 4.]*

Yesterday we made a book about a freight train. Each of us drew one kind of railroad car and included some items the car could carry.

Let's talk about some of the items and railroad cars shown in our class book.

**ACT:** *[Encourage children to describe what they see. It is not necessary for each page to be discussed or for each child to discuss his/her page.]*

**RECAP:** We are learning a lot about transportation. This week we talked about buses, bicycles, tricycles, motorcycles, and trains.



### Scaffolding Tips

**Extra support** ■ If children have difficulty remembering a bus, display before the discussion pictures of the buses displayed on Day 2 and invite children to pick a bus for discussion.

**Enrichment** ■ In discussion of the class book, encourage children to think about the size of the train and whether the train would need more than one engine.



### Center Activity

Provide materials for children to make a 3-D vehicle. Gather paper, glue, markers, scrap materials (including things that can be used as wheels) and encourage children to create an original vehicle.



### Family Child Care

Invite children to show and tell about the class book with families or school-age children in your setting.

WEEK

41

DAY

5

# Staying Healthy and Safe



## 3–5 YEARS

### Large Group



#### Skill and Goal

##### Good health practices

Children will understand source(s) of milk.

#### For Option 2



#### Key Concepts

**Review:** Dairy



#### Materials Needed

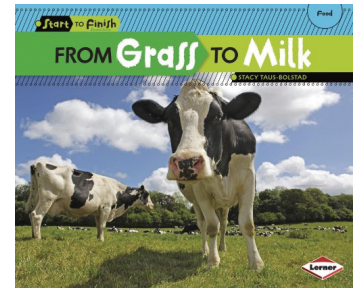
*From Grass to Milk (Start to Finish: Food)* by Stacy Taus-Bolstad

*Goats (Farm Animals)* by Julie Murray

**Option 1:** Offer the Week 19, Day 5 activity to review how cows are a source of milk.

**Option 2:** Support children in understanding that goats can be a source of milk.

Open the session by reminding children that most of the milk people drink comes from cows. Use illustrations in *From Grass to Milk (Start to Finish: Food)* to briefly review how milk from a cow is safe for us to drink and is brought to a store where it can be bought. Also remind (or ask) children that dairy foods, such as yogurt, come from milk.



Explain that some people cannot drink milk from cows. They need milk from a different animal. Display the cover of *Goats (Farm Animals)*. Explain that our book will tell us some things about goats. Point to pictured items that are described in the text, such as a goat's horns and beard. Invite children to say "bleat!" together. Point out that the pizza being eaten by the pictured boy has lots of cheese, which is a dairy food. Use pictures at the end of the book to discuss book information of interest to children, such as how milk can be taken from a goat, a goat's horns, and what grain looks like. Help children connect the topic of goats to their experiences and to prior attention to goats in your room.

