

Language/
Literacy**Understanding Words**

- Eric Carle's childhood experiences helped him write books for children (Day 1)
- Eric Carle's creative illustrations help readers understand numbers (Day 2)
- How an author gets ideas for a book (Day 3)
- How to use ideas to write a story and create illustrations (Days 4, 5)

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Mathematics

Working with Shapes

- Review of how basic shapes can be different sizes (Day 1)
- Review of how shapes can be used to make a different shape (Days 2–5)

Self-
Regulation**Focusing and Remembering**

- Following requests by listening and remembering
 - *It's Raining, It's Pouring* game (Day 1)

Paying attention

- Using our sense of touch to describe an item behind our back
 - *What's Behind My Back?* game (Day 2)

Social-
Emotional**Getting Along with Others**

- Review of different ways we can play (Day 3)
- Review of how to ask someone to play (Days 4, 5)
- Review of what we can do when someone does not want to play with us (Day 5)



Science

Exploring Earth and Space

- How to use four of our five senses to describe soil (Day 1)
- How soil helps plants grow (Day 2)
- How soil is a home for some animals (Day 3)

Physical/
Health**Moving Our Bodies**

- Practicing combinations of different physical movements (Days 4, 5)

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will be familiar with the author Eric Carle, including how some experiences in Eric Carle's childhood helped him write books for children.



Key Concepts

New: Nature
Fact
Fiction



Materials Needed

Previously read Eric Carle book from classroom collection

*1 picture as shown

The Very Busy Spider by Eric Carle

*Printables provided

BEGIN: [Display one Eric Carle book previously read with children in your room.]

This is a book we have read before. Does anyone remember the title of this book or what the book is about? (different responses based on book selected)

The author of this book is Eric Carle. This week we will find out how Eric Carle writes and illustrates books.

EXPLAIN: [Display picture of Eric Carle.]

This is a picture of Eric Carle. When he was a young boy, he enjoyed being creative using art materials like paint and paper.

Eric Carle also liked to take walks with his father and learn about nature when he was young. **Nature** is everything in the world that is not made by people.

When he went walking with his dad, he saw bugs and caterpillars and trees and clouds. He learned to love nature on these walks.

ASK: Do you like to do any of the things Mr. Carle did as a child? If yes: What do you like to do?

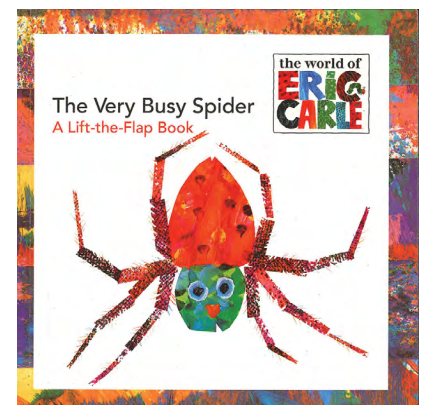
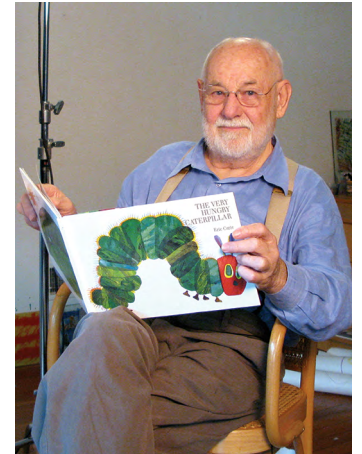
EXPLAIN: When Mr. Carle got to be a grown-up, he started to write books for children. He remembered the walks outdoors that he took with his father when he was a boy. Mr. Carle decided to write about things in nature, like animals and insects.

Some of the information in Mr. Carle's books is true. Something that is true is called a **fact**. Other information in Mr. Carle's books is made up. Some of the people or the things that happen in the story are not real. Something that is made up is called **fiction**.

Let's read *The Very Busy Spider*. Let's think about things in the book that are about nature.

Let's also think about the things in the book that are true and the things that have been made up.

ACT: [Read *The Very Busy Spider*.]



Understanding Words *continued*



ASK: What parts of this book are about nature? (the sun, animals)

EXPLAIN: The spider in this story spins a web. Real spiders spin webs. This is a fact.

In Mr. Carle's book the animals talk to each other.

ASK: Do real animals talk to each other with words that people use? (no)

EXPLAIN: The idea that animals talk to each other using people words is made up. Remember, something that is made up is called fiction.

- ASK:**
- Why do you think Mr. Carle made up some things in the book he wrote? (to make the book fun to read)
 - Why did Mr. Carle include information about nature? (because he liked looking at nature as a child)

EXPLAIN: This week we will read some books by Eric Carle. We will also write our own classroom story.

RECAP: Today we learned that Eric Carle was creative with art materials and took nature walks with his father when he was a boy. These experiences helped him write books for children when he became an adult.



Scaffolding Tips

Extra support ■ If children seem unclear about things in the story that are made up and things that are true, point out a particular animal and ask if a real animal would do what is described in the book. Example: "The dog in the book asks the spider if she wants to chase a cat. Do real dogs chase cats?" (Yes, that is true.) "Real dogs can chase cats. Do real dogs talk to spiders?" (No, real dogs do not talk to spiders.) That idea is made up.

Enrichment ■ Encourage children to think of animals they might want to add to the story. What animal or animals do the children have in mind? What might the animal say to the spider?



Center Activity

Add Eric Carle books to your library center for children to look at and read with friends. Provide flannel board pieces for children to retell a story.



Family Child Care

Have an Eric Carle "show and tell." Encourage children to search the book collection at their home or at the library, and to bring their favorite Eric Carle story to share with friends.

3-5 YEARS

Large/Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding that basic shapes can be different sizes.

For Option 2



Key Concepts

Review: Size



Materials Needed

Goldilocks and the Three Bears by Sarah Delmege

*3 bear cutouts

*3 different sizes of each of the following shapes: circles, squares, rectangles

Chart paper

Tape

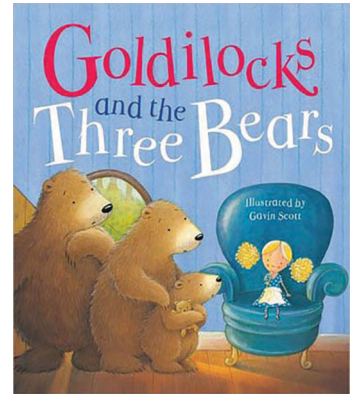
*Printables provided

Option 1: Offer Week 10, Day 2 to review different sizes of basic shapes.

Option 2: Engage children in noticing the size of the bears' items in a story and in sorting shapes by size.

Introduce the book. Explain that the book will help us remember that shapes come in different sizes. Remind children that size means how big something is.

As you read the book, pause to note the shape and size of the bears' bowls, chairs, and beds. Example: "I see three bowls. What shape are the bowls? Are the bowls the same size?"



After reading the book, describe and tape bear cutouts in a line at the top of a chart paper. Explain that we will help each of the bears get items in the correct size.



Display the three circle cutouts. Invite children to pretend the circles are the bears' bowls. Draw attention to the different sizes of circles. Ask children which bear should get which size of bowl. Invite volunteer children to tape each circle under its corresponding bear.

Display the three square cutouts. Invite children to pretend the squares are the bears' chairs. Repeat the process described above.

Repeat the process described above with the rectangles. Invite children to pretend the rectangles are the bears' beds.

Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

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



Key Concepts

Review: Practice



Materials Needed

None

Be Prepared: If time permits, offer *Drum Beats* from Week 36, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Drum Beats* from Week 36, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before called *It's Raining, It's Pouring*. Remember, we will use our hands and voices for this game.

ASK: How do we play *It's Raining, It's Pouring*?

EXPLAIN: We will make different noises for our pretend rainstorm. Before we make a new rainstorm, let's practice the sounds and actions we've done before. Remember, when we practice something, we do it many times so we can get better at it.

ACT: [As you demonstrate each sound, and the action that produces the sound, invite children to imitate you. Practice each sound for several seconds before moving to the next one.]

- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.
[Rub your hands up and down on your legs.]
- Now we will practice the sound of raindrops.
[Tap your fingers together.]
- Next we will practice the sound of rain.
[Pat your legs slowly at first, and then gradually more quickly.]
- Our last practice noise is the sound of a heavy rainstorm.
[Stomp your feet on the floor. Add thunder sounds by saying "bang, crack."]

Let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

Now we will make a rainstorm with different sounds. Watch and listen carefully as I show you the new movements and sounds.

[As you demonstrate each sound and the action that produces the sound, invite children to imitate you. Practice each sound for several seconds before moving to the next one. Omit one of the sounds if you anticipate four consecutive sounds will be too challenging for children.]



- First we will practice the sound of wind. Our wind will make a quiet whooshing sound.
[Lightly blow through your lips.]
- Now we will practice the sound of raindrops.
[Click your tongue lightly.]
- Next we will practice the sound of rain.
[Pat your hands on the floor slowly; and then more quickly.]
- Our last practice noise is the sound of a heavy rainstorm.
[Clap your hands loudly. Add thunder sounds by saying "bam, pow."]

Now let's make a new rainstorm together.

- First let's make the sound of wind.
- Next let's make the sound of raindrops.
- Now let's make the sound of rain when it falls on things.
- Last let's make the sound of a heavy rainstorm.

[Repeat the sequence if time permits and children remain appropriately engaged.]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do.

In our game we made the different sounds of a rainstorm. We listened carefully when we practiced making each sound. We also listened carefully for the name of the sound we were to make.



Scaffolding Tips

Extra support ■ Continue each action or sound for a longer period of time for children who need additional transition time for moving from one action to another.

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by rubbing hands together, the sound of raindrops by snapping your fingers, the sound of rain by clapping hands slowly then quickly, and the sound of a heavy rainstorm by patting knees loudly and saying "boom, crash."

WEEK

44

DAY

1

Focusing & Remembering *continued*



Self-
Regulation



Center Activity

Encourage children to continue to make the various sounds of a rainstorm. Guide children in playing *It's Raining, It's Pouring* by giving them cues, if necessary. Children may wish to focus on one or two of the sounds.



Family Child Care

Help children gain a better understanding of rainstorms by reading books about rainstorms. As children listen to the books, encourage them to repeat sounds they may hear in the books. Examples: *Tap Tap Boom Boom* by Elizabeth Bluemle and *Thunder Boomer* by Shutta Crum.

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



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will use four of their five senses to explore characteristics of soil. They also will understand that soil is a natural and essential resource.



Key Concepts

New: Natural resource

Review: Soil
Nature



Materials Needed

Prepared chart (see Be Prepared)

*Five senses chart pictures

*1 picture (see Extra Support tip)

5 quart-size plastic bags (see Be Prepared)

Soil (see Be Prepared)

*Printables provided

Be Prepared: Use provided pictures to prepare a chart similar to one shown in activity plan. Today's activity involves children smelling and touching soil. Adapt the activity to accommodate the policy of your classroom or center regarding children's contact with soil. Fill five quart-size plastic bags with soil. You may wish to use soil that includes some small pebbles, rocks, a partially decomposed leaf, and/or pieces of a root. Five bags are recommended to facilitate sharing.

BEGIN: This week we will talk about something that many people love to play and work in. We will talk about dirt!

ASK: Do you know another word for dirt? (soil)

EXPLAIN: Remember, soil is the dirt we see on the ground.

ASK: Where can we find soil? (playground, yard, garden, farm field, etc.)

EXPLAIN: We are going to use four of our five senses to learn more about soil. We will not use our sense of taste. We should never taste soil because it might make us sick.

[Display prepared chart. Point to parts of the chart as you describe each. Repeat each word as you write it on the chart.]

				
See	Hear	Taste	Smell	Feel

Ognian Mladenov/flickr/(CC BY-NC 2.0)

I will record on this chart what we learn about soil. Our chart has one section for each of the five senses: see, hear, taste, smell, feel.

I will put an X under the word "taste" on our chart to remind us that we should never taste soil.

The first section of our chart focuses on our sense of sight. We use our eyes for our sense of sight. The word on our chart says "see." We use our eyes to see things around us. Let's use our eyes to take a look at our soil.

ACT: [Pass around five bags of soil. Write children's descriptions on the chart under the corresponding sense.]

- What do we see when we look at our soil? (dark colors, rocks or plants in soil, etc.)
- What do we hear when we listen to our soil? (no sound)
- What does our soil smell like? (like plants, dirty clothes, etc.)
- Let's use a finger to touch the soil (through the bag). What does the soil feel like? (hard, soft, etc.)

Let's review what we learned about soil.



[Point to and read your entries on the chart.]

EXPLAIN: Soil is a **natural resource**. A natural resource is something found in nature that can be used by people. We know that nature is everything in the world that is not made by people. Some other natural resources are water and trees.

Soil helps people in many ways. Soil helps plants grow. Plants provide food for people and other animals. This is one of the big ways soil is helpful to people.

ASK: What else do plants need in order to grow? (water, sunlight, air, nutrients)

EXPLAIN: Plants get water from the rain or snow that falls to the ground. The soil in the ground holds the water. Plants use water held in the soil to make their food.

ASK: What part of a plant is found in the soil? (roots)

RECAP: Today we used four of our five senses to describe soil. We used a chart to record what we learned. Soil is a natural resource. A natural resource is found in nature and is very important to people. Soil helps plants to grow. How are plants helpful to people and other animals? (provide food)



Scaffolding Tips

Extra support ■ Display provided picture of roots in soil if children seem unclear about plant roots and their relationship to soil.

Enrichment ■ Ask children if they know why tasting soil could make us sick. (it is full of bacteria and germs) ■ Ask children what they think wet (vs. dry) soil would look like.



Natural Resources Conservation Service Soil Health Campaign/flickr/(CC BY 2.0)



Center Activity

Fill the sensory table or a tub with potting soil. Provide cups, bowls, spoons, magnifying glasses, and other items for exploration. Remind children not to taste the soil. You may wish for children to wear gloves to keep their hands clean.



Family Child Care

If weather permits, take children to an outdoor space where they can explore soil by looking. Provide magnifying glasses for children to get a closer look at soil.

WEEK
44

DAY
2

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will understand how Eric Carle used creative illustrations to help readers understand number concepts.



Key Concepts

Review: Creative
Fact
Fiction



Materials Needed

The Very Hungry Caterpillar by Eric Carle



Also Promotes

Mathematics
Creative Expression

BEGIN: We are learning about Eric Carle and the books he writes. Yesterday we read *The Very Busy Spider*. It was about animals.

EXPLAIN: [Display book cover.]

Today we will read a book called *The Very Hungry Caterpillar*. This book helps us understand numbers.

ASK: Who remembers reading this book a while ago?

EXPLAIN: Let's read the book again and then talk about how Mr. Carle was creative in making illustrations for his book. We know that when we are creative, we use an idea to make or do something.

ACT: [Read *The Very Hungry Caterpillar*.]

- ASK:**
- What types of things did the caterpillar eat in this story? (apples, strawberries, pickles, ice cream)
 - Did the caterpillar eat the same amount of each kind of food? (different amounts of different foods)

EXPLAIN: Let's look closely at the page where the caterpillar starts to eat different foods.

- ASK:**
- What do you see on this page with the apple? (has one apple, has a hole in it)
 - Why do you think Mr. Carle illustrated one apple? (that is what the caterpillar ate)
 - What are your ideas about why Mr. Carle put one hole on the page? (to let us know the caterpillar ate through one apple)

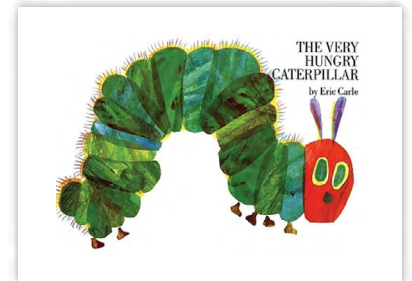
EXPLAIN: Mr. Carle was creative in putting a hole in the page to make it seem like the caterpillar ate through the page in the book. He used one hole for the one apple.

We learned yesterday that Mr. Carle liked to use paint, paper, and other art materials when he was a child. The books he wrote when he became an adult include his creative ideas.

We also learned yesterday that some information in Mr. Carle's books is made up and some of the information is real.

[Turn to pages with fruit.]

On these pages, the caterpillar eats through different kinds of fruit.





ASK: Do we think that real caterpillars eat fruit? (yes)

EXPLAIN: Caterpillars can eat through different kinds of fruit. This is true. It is a fact.

[Turn to next page with different kinds of food.]

On these pages, the caterpillar eats through many different kinds of food.

- ASK:**
- Do you think that real caterpillars would eat a pickle? (no)
 - What other foods on this page do we think a real caterpillar would not eat? (ice cream cone, lollipop)

EXPLAIN: Real caterpillars probably would not eat these things. This is something that Mr. Carle made up for the book. Remember, things that are made up are called fiction.

RECAP: Mr. Carle used creative illustrations in his book called *The Very Hungry Caterpillar*. The illustrations help us learn about numbers. Mr. Carle also included some information in his book that is made up. We call this fiction. There also is information in his book that is real. We call real information a fact.



Scaffolding Tips

Extra support ■ Children may benefit from a brief review or reminder of how Steve Jenkins and Robin Page were creative in designing their books. Display several of their books read and discussed in Week 37 (Creative Expression).

Enrichment ■ Point to several of the foods and discuss food characteristics that might make it difficult for a real caterpillar to eat. Example: Point to the lollipop and say “Lollipops are hard. Could a real caterpillar eat through something that is very hard?” ■ Encourage children to think of foods they could add to the story that a real caterpillar could eat (fact) and foods that a real caterpillar could not eat (fiction).



Center Activity

Provide play food items for children to sort into one of two different groups: foods a caterpillar probably would eat and foods a caterpillar probably would not eat. Encourage children to talk about why each item might or might not be eaten.



Family Child Care

Encourage children to look at the Eric Carle books in your setting to see if there are other Eric Carle books which help children understand number concepts. Examples: *1, 2, 3 To the Zoo*, *10 Little Rubber Ducks*, *Rooster's Off To See The World*, *My Very First Book of Numbers*.

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding that a new shape can be made by putting together two different shapes.

For Option 2



Key Concepts

Review: Diamond
Diagonal
Equal



Materials Needed

- *3 square cutouts of the same size
- Scissors for adult use
- Triangle shapes (pattern blocks)—2 per child
- Diamond shapes (pattern blocks)—1 per child
- *Printables provided

Option 1: Offer the first segment of the Week 9, Day 2 activity plan to review how shapes can be combined to make a new shape.

Option 2: Engage children in a review of how shapes can be used to form a different shape. Demonstrate how triangles can be used to make a diamond shape.

Remind children that we can make a new shape by cutting a square on its diagonal. Display a square. Describe and point to the diagonal (a straight line inside a shape that goes from one corner to another corner, but not an edge). Ask children what shapes are made when a square is cut on the diagonal. (two triangles) Fold the square on the diagonal and cut. Show children the two new shapes. Invite children to describe a triangle. (three straight sides)

Remind children that we also can make a new shape by putting together two different shapes. Demonstrate by displaying two square cutouts of the same size and putting the two squares next to each other to form a rectangle. Describe characteristics of each shape. Put the rectangle in horizontal and vertical positions to emphasize that a rectangle is still a rectangle when we move it to a different position.

Display and invite children to name a diamond shape (pattern block). Describe the shape of a diamond (four equal straight sides and four corners that do not look like the corners on a door). Remind children that when things are equal, they are the same. Display two triangle pattern block shapes. Ask children how we could use two triangle shapes to make a diamond. Put the triangle shapes together as children suggest or invite a volunteer child to demonstrate.

Give each child two triangles and one diamond. Encourage children to arrange their triangles to make a diamond. Children may wish to stack their triangles on top of the diamond or to place the triangles next to the diamond. Invite children to describe how they made their diamond.

3-5 YEARS

Small Group



Skill and Goal

Concentrate

Children will use their sense of touch to describe an item held behind their back.



Key Concepts

Review: Concentrate



Materials Needed

Small item—1 per child (toy banana, toy car, crayon, ball, block, etc.)



Also Promotes

Science

BEGIN: [Arrange children sitting in a circle.]

Let's play a game called *What's Behind My Back?* We will use our sense of touch to play the game.

ASK: What do we use to find out what something feels like? (hands, skin)

EXPLAIN: Each of you will have a small item to hold. You will hold your item behind your back. Putting your item behind your back means you cannot see it. You can only feel your item. When I place the item in your hands, do not look at it. Please do not look at your neighbor's item.

We will concentrate on what the item in our hands feels like. We know that when we concentrate, we pay close attention to something. We will each have a turn to describe our item. We can say whether our item is smooth, rough, hard, soft, small, large, round, short, or long. We can use whatever words will help us figure out what is in our hands. If we know what is in our hands, we need to work hard to not tell others. We want to describe what the item feels like and let others guess what it is!

After each of us describes our item, we will find out if anyone can guess what it is. I will go first.

ACT: [Secretly put an item behind your back and describe how it feels. Use simple descriptors. After you have described your item, encourage children to guess what it is. After children have guessed, display the item. If children were correct, ask how they knew. What words were helpful in figuring out what was behind your back? If children did not accurately guess the item, ask what was hard about figuring out what was behind your back.]

After brief discussion of experiences in identifying the item in your hand, ask all children to close their eyes and put their hands behind their backs. Walk around the outer circle of children (who are facing inward) and carefully place an item behind the back of each child. Place the item in a child's hands, if possible (some children may use their hands to cover their eyes).

Give each child a turn, going in the order of circle placement. Remind children to not look at their item. Remind children to describe their item and try hard to not say what it is—if they know!]





RECAP: Today we played a game called *What's Behind My Back?* We used our sense of touch to concentrate on an item behind our back. What was the hardest part of our game? (telling about our item without saying what it was, finding words to describe our item, waiting for our turn, not peeking)



Scaffolding Tips

Extra support ■ Remind children to not say the name of their item if they know what it is. It is their job to describe their item. It is the job of other children to guess the item. But if a child blurts out the name, positively acknowledge that it is hard to concentrate on two things at the same time: what our item feels like and what we say about our item. ■ If you anticipate it will be too challenging for children to wait for their turn without looking at or telling about their item, distribute the items one at a time (when it is a child's turn to feel and describe). ■ If children need help with describing their item, ask questions to help them focus on certain characteristics. Example: "Is your item hard or soft?" ■ Children may wish to peek at their "hidden" item. Remind children to not say the name of their item. The goal is for children to describe how the item feels.

Enrichment ■ If children readily guess an item after characteristics are described, encourage them to try to figure out an item after only two characteristics are described.



Center Activity

Provide a brown paper bag and various items to put in the bag to extend today's activity. Invite children to describe an item in the bag as others try to guess what it is.



Family Child Care

Try this game outside with items found in the play area. Invite children to describe items, such as a stick or leaf.

Exploring Earth and Space



Science

3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand the importance of soil to growing plants.



Key Concepts

Review: Soil
Vegetable



Materials Needed

And the Good Brown Earth
by Kathy Henderson



Also Promotes

Language/Literacy

BEGIN: We are learning how soil helps plants to grow. We know that soil is also called dirt.

EXPLAIN: Today we will read a book about how soil helps vegetables grow in a garden. Remember, a vegetable is the part of a plant that we can eat.

[Display book cover.]

Our book is called *And the Good Brown Earth*. It was written and illustrated by Kathy Henderson. Our book is about growing things in the soil. The book calls soil the “good brown earth.”



ACT: [Read the book without interruption unless children ask questions or seem confused about some aspect of the book. At the end of the book, use questions, such as the following, to help children focus on the importance of soil to growing things in the garden:

- What did Gram and Joe do when it was “planting time”? (raked the soil and planted the seeds)
- What happened in the garden when it was “watching time”? (the rain was falling and the sun was shining, small plants began to grow)
- What happened in the garden when it was “weeding time”? (Gram used her hoe to “grub up” weeds between the rows)
- How did Gram know it was “watering time”? (the plants were drooping and the soil was dry)
- What did Gram and Joe do when it was “gathering time”? (they filled their baskets, Joe ate blackberries)]

RECAP: Today we learned more about how soil helps plants grow. Our book talked about “doing what the good brown earth does best.”

- What is the “good brown earth”? (soil)
- What did Joe and Gram do with the “good brown earth”? (dug, raked the loose soil and planted seeds in the soil, pulled weeds from the soil, gathered vegetables from the soil)

WEEK

44

DAY

2

Exploring Earth and Space *continued*



Science



Scaffolding Tips

Extra support ■ To help children connect the book to their experiences, ask if they've ever worked in or visited a garden. ■ Help children connect the book to the Week 40 information on seasons by pointing out snow on ground, trees flowering, etc.

Enrichment ■ Encourage children to name some of the plants that grew under the soil. (potatoes, carrots, parsnips, beets) Refer to the book if necessary.



Center Activity

Add several artificial plants, seeds, and small gardening items to the sensory table or tub filled with sand or soil. Encourage children to pretend they are planting items in the soil to eat.



Family Child Care

Take children to visit a garden plot or field of growing plants. Encourage children to compare the garden or field to the garden described in the book read in today's activity.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how an author gets ideas for a book.



Key Concepts

Review: Fiction
Fact



Materials Needed

Chart paper
Marker

Be Prepared: The purpose of today's activity is for children to get ideas for a classroom book that is prepared on Days 4 and 5. Options for today include: taking a walk outdoors or in your center or in your classroom. Here is a preview of how an observation today could be used for preparing a classroom book: The simple observation of a squirrel in your neighborhood or playground could be developed into a fiction story of a squirrel looking for a place to live, finding different things on your playground/neighborhood (list what they are), deciding this is a good place to live, and being happy to find a home (conclusion of story).

BEGIN: Beginning tomorrow we are going to write and illustrate a big classroom book.

EXPLAIN: First we need to get some ideas about what to include in our book.



We know that Eric Carle got ideas for his books by taking walks and looking at nature. Ideas for our book can come from things we see around us and from our own thinking.

Let's take a walk (place you determine). Let's look closely at what we see and listen carefully to what we hear. What we see and hear might give us some ideas for our book. Our ideas for a book can be made up (fiction) or things that are true (facts).

ACT: *[During the walk, help children focus on things they see and hear that might be included in the book as fiction and/or as fact.]*

Return to large group and encourage children to help you make a list of things they saw or heard that might be included in the book.

Write children's suggestions on a chart. You might organize related items together. Example: list together all ideas related to plants and trees.]

RECAP: We thought of some good ideas for our book.

[Review the list by pointing to and reading each item.]

Tomorrow we will begin using some of our ideas to write a book. We also will make illustrations for our book.



Scaffolding Tips

Extra support ■ During the walk, children may need suggestions of things that could become ideas for a book. Examples: a squirrel, a bird, a package being delivered to your center, a truck collecting trash, sounds of cars and trucks traveling on the street, a tree that is starting to get leaves, kitchen staff moving carts of food or used dishes in a hallway.

Enrichment ■ As book ideas are discussed (after the walk), ask whether each idea could be used as a fact or as fiction. (Could we make up a story based on something we actually saw?)



Center Activity

Provide paper and drawing tools for children to use in creating a picture of some aspect of today's walk. (The picture may or may not become part of the book.) Another option is to encourage children to look closely at illustrations in Eric Carle books. Example: "How did Mr. Carle use tissue paper to make the picture of the ladybug?" Books could include *The Grouchy Ladybug*, *The Mixed-Up Chameleon*, and *1, 2, 3 To the Zoo*.



Family Child Care

School-age children might wish to participate in center activities by asking preschool-age children about their drawings or talking with preschool-age children about details of illustrations in the Carle books.

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of how a new shape can be made by taking apart another shape.

For Option 2



Key Concepts

New: Semicircle

Review: Diagonal



Materials Needed

*Small cutouts of the following 3 shapes: square, triangle, circle—1 per child and adult

Child-friendly scissors—1 pair per child and adult

*Printables provided

Option 1: Offer the second segment of Week 9, Day 2 to review how to take apart shapes.

Option 2: Engage children in taking apart shapes to make new shapes. This option involves a semicircle, which may not be familiar to some children.

Display a square cutout. Ask children what shape will be made if we cut the square down its middle. (two rectangles) Demonstrate by (1) folding the square down the middle, (2) pointing out the line made by the fold, and (3) cutting along the line. Ask what we made. (two rectangles) Ask children how we know they are rectangles. (four straight sides and four corners)

Display a triangle cutout. Ask children what shape will be made when we cut the triangle down the middle. (two triangles) Demonstrate by (1) folding the triangle down the middle, (2) pointing out the line made by the fold, and (3) cutting along the line. Ask what we made. (two triangles) Ask children how we know they are triangles. (three straight sides)

Display a circle cutout. Explain that we want to make a semicircle. Explain that a **semicircle** is half (part) of a circle. Ask children how we could make two semicircles from our circle. Demonstrate by (1) folding the circle down the middle, (2) pointing out the line made by the fold, and (3) cutting along the line. Name and describe the new shape. Trace the semicircle with your fingers as you describe it.

Give each child cutouts of three shapes (square, triangle, circle) and a pair of scissors. Encourage children to use scissors to make new shapes. Children may wish to take their shapes home or use them during center time to make a picture.

WEEK

44

DAY

3

Getting Along with Others



3-5 YEARS

Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of different types of play.



Key Concepts

Review: Pretend



Materials Needed

Play items (see Be Prepared)

Option 1: Offer the Week 1, Day 2 activity to review what it means to engage in pretend play, play alone, and play with others.

Option 2: Support pairs of children in determining and describing how an item could be used in pretend play.

Be Prepared: Select one item per pair of children that could be used in pretend play. Examples: blocks, dinosaurs, train, cup, spoon, dolls.

Explain that today we will use our imaginations to think of ways to pretend an item in our classroom is something else—or that we are someone else. Remind children that when we pretend, we make believe we are a different person, or we make believe a toy we are playing with is something different. Sometimes we do both: the toy is something different and we are someone else! Show an item that could be used in pretend play. Invite children to describe how we could pretend this item is something else.

Arrange children in groups of two. Give each pair a toy item and invite the two children to talk together about how they could make believe the toy is something else and/or that they are someone else. Provide suggestions, if appropriate. Encourage children to think of something they have not done before with the item.

Invite children, one pair at a time, to describe how they could pretend with the item. If time permits, switch items and repeat the process described above.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand that some animals make their homes in soil.



Key Concepts

New: Predator

Review: Home
Burrow



Materials Needed

*4 pictures as shown (1 shown in Extra Support tip)

*Printables provided



Optional Reading

It's Moving Day! by Pamela Hickman

Underground Habitats by Molly Aloian

BEGIN: We are learning about soil. We know that soil helps us grow plants that provide food for people and other animals.

EXPLAIN: Today we will learn another way soil is important. Animals sometimes use soil as a home. We know that the place where someone lives is called home.

Some animals live under the ground to keep cool when it is hot outside. Other animals go under the ground to stay warm when it is cold outside.

Many animals sleep under the soil. An animal is safe when it lives in a burrow deep under the soil. Remember, a burrow is a hole or tunnel made by an animal in the ground.

[Display two pictures of animal burrows.]

An animal that wants to go under the soil uses its claws, legs, and sometimes its teeth to dig a hole in the soil. It digs deep into the soil where it is dark to make a burrow.

Let's pretend we are animals digging a burrow under the soil.

ACT: [Encourage children to pretend to dig a burrow in the soil.]

Animals that sleep under the soil curl into a ball to stay warm. Let's curl into a ball and pretend we are an animal sleeping in our burrow.

[Encourage children to curl into a ball and pretend to sleep.]

EXPLAIN: Some animals live under the soil all of the time! Worms make their home in the soil. Worms find food and water in the soil.

[Display picture of an anthill.]

- ASK:**
- Have you ever watched ants build their home in the soil?
 - What did you see?

EXPLAIN: Some ants live under the soil to stay safe from predators. A **predator** is an animal that eats other animals.



Richard Webb/wikipedia/(CC BY-SA 2.0)



Lee Haywood/flickr/(CC BY-SA 2.0)



Karin Bell/flickr/(CC BY-NC-ND 2.0)



Ants dig lots of tunnels in the soil. This is where they live. They find their food above the soil and then take it below the soil to eat.

RECAP: Today we learned how soil is a home for some animals. An animal's home in the soil keeps the animal safe. Some animals go under the ground to stay cool or warm, and some animals live under the soil to stay safe from predators.



Scaffolding Tips

Extra support ■ Display the provided picture of an ant farm to help children better understand an animal home under the soil. Explain that an ant farm is similar to the part of an anthill that is under the ground.

Enrichment ■ Ask children for their ideas about how animals can see under the soil where it is dark. (some have large eyes, moles have very small eyes and can only see light, some animals use their sense of smell)



Center Activity

Supply paper and drawing tools. Encourage children to draw pictures of animals living under the soil. Provide *pictures used in today's activity for children to use as a reference.

*Printables provided



Family Child Care

Consider building and maintaining an ant farm if this is of interest to children in your setting. Search the Internet for resources on how to make an ant farm.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how a book idea is used to write words and create illustrations.



Key Concepts

New: Illustration



Materials Needed

List of book ideas generated on Day 3
Paper—1 per child
Drawing tools
Glue
Scissors



Also Promotes

Creative Expression

Be Prepared: In advance of today's activity, think about idea(s) from the Day 3 walk that can be moved into a simple book that involves children's creative illustrations. Provide clear guidance in the opening part of the activity about the book topic while, at the same time, encouraging children to offer suggestions of what the book should say. Probably not all ideas on the Day 3 list can be incorporated into a class book. Children may wish to pursue some ideas in their own book at a later time.

Use children's interests and book-making abilities to determine the complexity of the storyline and length of the book. One option is to create a basic description of the walk. Example: Our classroom walked (where). We saw many things (list them). We are excited about telling others about our walk. Another option is to pursue fiction possibilities with some of the things noticed during the walk. Examples: a squirrel turns one of the climber posts into a bedroom; an acorn shell is the ant's house.

A straightforward way to make the book is to write key parts of the book (introduction, middle, end) on separate sheets of paper that serve as the book's text pages. Children's illustrations can follow pertinent text pages. Example: a drawing of children going on a walk would be put after the introduction. You may wish to write descriptive words or phrases on children's pages. Encourage children to make an illustration that represents some part of the story.

Today and tomorrow are devoted to making the book.

BEGIN: [Display list from Day 3.]

Today we will use some ideas from our walk yesterday to write a book. We also will create illustrations for the book. An **illustration** is art found in a book. We can work on our book today and again tomorrow.

Let's think about some of the things we saw and heard yesterday. Maybe we could write a book about (point to and read items you think are especially promising as the main character of the book, such as bird, squirrel, ant, delivery person, our class).

ASK: What do you think we should write about in our book?

[Encourage children to suggest topics. You may wish to offer your suggestions.]

EXPLAIN: Let's write our book about (topic that seems to be of interest to most children).

Let's think about what happens first in our book.

[Encourage children to suggest what is important about the topic. Examples: squirrel is looking for a place to live; children in our room were curious about a tree on their playground.]

ACT: We can start by writing a first sentence.

[Examples: squirrel is looking for a place to live; we were curious about a big tree on our playground.]



What could happen next?

[Help children describe the next event in the story. Examples: the bus was taking people to a store; the delivery person was bringing food to our center; a squirrel put a bucket on his head. You may wish to include a number. Examples: the squirrel saw four children; the tree has three big branches; the delivery person wheeled five boxes into our center.]

Write a conclusion. Examples: we decided to give our big tree a name; the delivery person got in his truck and drove away; the squirrel decided to make our playground his home.

Read the text pages of the book.

If time permits, invite each child to begin creating a page that illustrates some part of the book. Children may wish to work in pairs or individually. Encourage children to describe what part of the book their illustration shows.]

RECAP: We used ideas from our walk yesterday to begin writing a book. We decided what came first and then what came next. We followed Eric Carle's ways of getting ideas for a book. What should we do tomorrow to finish making our book?



Scaffolding Tips

Extra support ■ Ask children specific questions as you write. Example: "Ndaye said she saw a rabbit hopping under the bush on our walk. What do you think the rabbit did under the bush, Sidney?"

Enrichment ■ Ask whether the book topic or selected sentences are fact or fiction. ■ Remind children that we learned how to create a story as a group several weeks ago when we used puppets as characters of a story. (Creative Expression Week 42, Day 3)



Center Activity

Provide materials for children to finish or develop illustrations for the book.



Family Child Care

Invite parents to read their favorite Eric Carle book to the children in your setting (can be done at any time during the week).

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will broaden their understanding that shapes can be combined to make new shapes.

For Option 2



Key Concepts

New: Hexagon

Review: Triangle



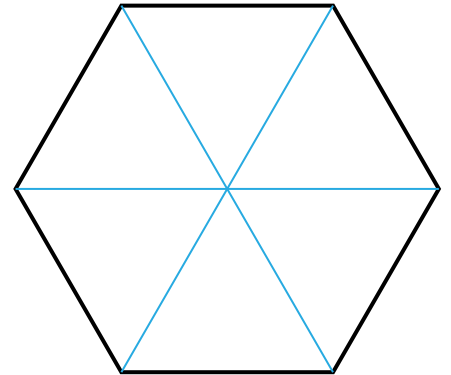
Materials Needed

- *Hexagon cutout
- *Triangle cutouts—6 per child
- *Hexagon cutouts with lines showing triangles—1 per child
- *Printables provided

Option 1: Offer the Week 9, Day 3 activity to review how to combine basic shapes.

Option 2: Introduce a hexagon. This option includes supporting children in arranging triangles to make a hexagon.

Display the hexagon cutout. Explain this shape is called a hexagon. A **hexagon** has six sides and six corners. Point out the hexagon's six sides as you trace each side with your finger. Then count each of the six corners as you point to each.



Display the hexagon cutout with triangles drawn inside it.

Ask children what shape they see inside the hexagon. Describe and point to the six triangles inside the hexagon. Encourage children to count together the triangles as you point to each. Emphasize that six triangles of the same size can be used to make a hexagon.

Invite children to each make a hexagon by putting together six triangles. Give each child six triangles and a hexagon cutout with triangles drawn inside. Encourage children to put together their six triangles to make a hexagon. Children may place their triangle cutouts on top of each outlined triangle on the template, or they may put together their triangles to make a hexagon next to the hexagon cutout.

Getting Along with Others



3-5 YEARS

Large/Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of how to initiate play with others.



Key Concepts

Review: Share



Materials Needed

*3 pictures as shown

Join In and Play by Cheri J. Meiners

*Printables provided

Option 1: Offer the Week 1, Day 3 activity to review ways to initiate play with another child.

Option 2: Read the book *Join In and Play* with children and discuss ways to ask someone to play.

Describe what is happening in your room regarding children playing together. Examples: "Some children are new to our room. Sometimes we are not sure how to start playing together." "Sometimes we want to play with someone but we do not know how to ask to play."

Introduce the book. Explain our book today will give us some ideas about how to join other children who are playing. Encourage children to listen carefully to how the girl in the story tries to join other children who are playing.

Read *Join in and Play*. At the conclusion of the book, encourage children to describe how the girl tried to join others as they played. Show pictures from the book to provide reminders.

Display and describe the three provided pictures, one at a time. For each picture, ask children what is happening in the picture and whether the girl in the book used this way to join another child in playing. After all pictures have been discussed, ask children whether the girl used any other ways to join someone who is playing or whether they have another idea (not shown in one of the provided pictures) about how to join other children in playing.

Encourage children to try one of the ideas discussed today when they want to ask someone to play.



WEEK

44

Staying Healthy and Safe



DAY

4

3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice combinations of different physical movements.

For Option 2



Key Concepts

Review: March
Walk
Jump
Hop



Materials Needed

None



Also Promotes

Self-Regulation

Option 1: Offer the Week 22, Day 4 activity to practice marching, walking, jumping, and hopping.

Option 2: Engage children in playing a game of *Follow the Leader* that combines marching, walking, jumping, and hopping.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited.

Invite children to play a fun game called *Follow the Leader*. Explain that we play the game by following each other in a single line. The person at the front of the line is the leader. The leader decides how we will move and then leads us around our activity area. It might be helpful to demonstrate how to play this game with another adult.

Include up to four of the following movements in the game. Describe and invite volunteer children to demonstrate each movement before you begin the game.

- jump: we land on both feet
- hop: we land on one foot
- march: we raise our knees high and swing our arms back and forth
- walk: we take normal steps; we do not run

Invite children to form a line. Make sure there is adequate space between children so no one bumps into the person in front of them. An adult should be the leader for the first round. If time permits, provide opportunities for children to take turns serving as the leader.

WEEK

44

DAY

5

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how a book idea is used to write words and create illustrations.



Key Concepts

Review: Illustration



Materials Needed

List of book ideas generated on Day 3
Paper—1 per child
Drawing tools
Glue
Scissors



Also Promotes

Creative Expression

BEGIN: [Today's activity is a continuation of the Day 4 book-making activity. Encourage children to make one or more illustrations that go with the book text. Talk with children about their illustrations. Devote time toward the end of the session to read the (unassembled) book and talk about the illustrations. Decide with children where the completed book should be placed in your room for all to enjoy. Some children may wish to help you (or watch you) assemble the book.]

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will broaden their understanding that shapes can be combined to make new shapes.

For Option 2



Key Concepts

Review: Diagonal
Square
Triangle
Rectangle



Materials Needed

- *Triangle cutouts—2 per child
- *Square cutouts—2 per child
- Glue sticks—1 per child
- Paper—1 per child
- Scissors—(for staff only)



Also Promotes

Physical/Health

*Printables provided

Option 1: Offer the Week 9, Day 5 activity to review combining shapes to make a new shape.

Option 2: Open the session by displaying square and triangle cutouts, one at a time, and asking children to name and describe the shape. Move your finger along the outline of each shape as it is described.

Remind children that we can make a shape from other shapes. Demonstrate and describe how to make (1) a square using two triangles and (2) a rectangle using two squares. Remind children that the two triangles go together at the diagonal of the square.

Explain that today each of us can make a square and a rectangle by putting shapes together and gluing them on a piece of paper.

Provide each child with two triangle cutouts, two square cutouts, a piece of paper, and a glue stick. Encourage children to sort the four shapes into the two groups each will use for making two shapes (two triangles = a square, two squares = a rectangle).

Provide individual assistance only when needed. It is beneficial for children to figure out on their own which of their four shapes form a square and rectangle and how to put the appropriate shapes together.

Getting Along with Others



3-5 YEARS

Large/Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of how to initiate play with others and how to respond to someone who does not want to play.



Key Concepts

Review: Share



Materials Needed

None

Option 1: Offer the Week 2, Day 3 activity to practice ways to react to different child responses (yes, no) to an invitation to play.

Option 2: Engage children in discussing what children in different situations could do when someone does not want to play.

Be Prepared: Read through the scenarios described below and select several that would be especially beneficial to discuss with children in your room.

Open the session by reminding children that sometimes the person we ask to play with us does not want to play. Explain that sometimes children want to do different things or may want to play alone. Also sometimes children do not want to share a toy. Today we will talk about what a child might do when someone does not want to play with him/her.

Describe in your own words one of the scenarios offered below. Engage children in a discussion of what the child in the situation might do. Embed one or more of the following options in the discussion if children seem unclear about what a child could do; or if children offer a limited range of possibilities. These reactions were introduced in Social-Emotional Week 2, Day 3:

- Ask if we can play together later
- Ask a different person to play
- Do not feel bad or get mad

Scenario #1: Sheila is playing alone in the block area. She has three blocks placed together on the floor. Stephan approaches her and hands her a block the same size as the three blocks. Stephan says, "Can I help you build?" Sheila says, "No." What could Stephan do?

Scenario #2: Caleb sees Sam playing in the dramatic play area. Caleb walks over to Sam and says, "Let's play fire station." Sam says, "I don't want to play fire station." What could Caleb do?

Scenario #3: Kynetta picked up her favorite puzzle and took it to Desmond. Kynetta handed Desmond a puzzle piece. Desmond gave the puzzle piece back to Kynetta and walked away. What could Kynetta do?

Scenario #4: Amara looks through the magnifying glass and describes what she sees in an excited voice. She marches to Kenneth and says, "Come look at the leaf through the magnifying glass with me. It is so cool!" Kenneth says, "I don't want to look at a leaf." What could Amara do?

WEEK

44

DAY

5

Getting Along With Others *continued*



Scenario #5: Yesica spins the spinner and moves a counter two spaces. She spins the spinner again and moves a different counter one space. She says, "I wish someone would play this with me." She looks across the table and sees Ivan. She says, "Ivan, will you play with me?" Ivan says, "No thanks." What could Yesica do?

Scenario #6: Michael runs to Quentin on the playground and says, "Will you chase me?" Quentin shakes his head "no" and walks in the other direction. What could Michael do?

WEEK

44

DAY

5

Staying Healthy and Safe



3-5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will practice different combinations of physical movements.

For Option 2



Key Concepts

Review: Jump
Hop
March
Gallop



Materials Needed

None



Also Promotes

Self-Regulation

Option 1: Offer the Week 22, Day 5 activity to practice combinations of marching, jumping, hopping, and galloping.

Option 2: Engage children in a *Simon Says* game that combines two or more of the following movements: marching, jumping, hopping, and galloping.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited.

Invite children to play *Simon Says*. Explain that Simon will ask us to do different physical movements. Describe and invite volunteer children to demonstrate the following movements, if appropriate: jump, hop, march, gallop. Remind children to spread out so we do not bump into each other.

Lead children in the game. Use combinations of two similar movements, such as hop and jump, or march and gallop. Repeat in reverse order. Add a third movement to the mix if children readily engage in combinations of two activities.