

Language/  
Literacy**Understanding Words and Letters**

- How to understand and comprehend information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Recognizing spoken letters in our first names (Day 2)
- Reviewing the name and sound of selected letters (Day 4)

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## Mathematics

**Making Patterns**

- Making simple patterns (ABAB) (Days 1, 2)
- Making other kinds of patterns (AABAAB, ABCABC) (Days 3–5)

Self-  
Regulation**Paying Attention**

- Using our sense of touch to describe an item behind our back
  - *What's Behind My Back?* game (Day 1)

**Focusing & Remembering**

- Following requests by listening and remembering
  - *Drum Beats* game (Day 2)

Social-  
Emotional**Understanding Feelings**

- Reviewing the emotions—happy, silly, sad, and angry (Day 3)
- Reviewing ways to feel better when we are sad (Day 4)
- Reviewing how to calm down and manage angry feelings (Day 5)



## Science

**Exploring Living Things**

- Ways dinosaurs were the same and different from each other (Day 1)
- Characteristics of plant-eating dinosaurs (Days 2, 3)
- Characteristics of meat-eating dinosaurs (Day 4)
- How scientists determined whether a dinosaur walked or ran (Day 5)

Revision: 07/02/2020

# Understanding Words



Language/  
Literacy

3–5 YEARS

Large Group



## Skill and Goal

### Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** 3–4 words (see Be Prepared)



## Materials Needed

Book of your choice for this week's repeated reading  
Chart paper  
Marker

**Be Prepared:** This is the first of two 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 you intend to define for children during the two readings of the book. Select 3–4 important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write several words from your list of novel words for children to learn (see Be Prepared). Say each new word and talk with children about what the word means.

Display the front cover of the book and read the book title and names of the author(s) and illustrator. Invite children into the book by asking questions such as, "What do we see on the cover of the book?" "What might this book be about?"

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, words, or events that might be challenging for children to understand. See Week 46, Day 1 for examples.

Support children's understanding of novel words used in the book. For each word on your Words We Understand chart, ask children what the word means and help children recall how the word was used in the book. See Week 46, Day 1 for examples.

Close the book-reading session by asking questions that will help children remember the main characters and the major events of the book. Examples:

- What was our book about?
- Who were the main characters of the book?
- What happened first? What happened next?
- What happened at the end of the book?

Incorporate children's responses into a short summary of the book. See Week 46, Day 1 for an example.

WEEK

47

DAY

1

# Understanding Words *continued*



## Scaffolding Tips

**Extra support** ■ Display and encourage children to describe book illustrations that directly pertain to discussion of a novel word.

**Enrichment** ■ Ask questions that start with “Why do you think . . .” or “How did you know . . .” to promote deeper thinking.

## 3–5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will strengthen their understanding of a pattern.

## For Option 2



## Key Concepts

**Review:** Pattern



## Materials Needed

(see Be Prepared)

8 counters

8 crayons

8 pieces of paper

8 shapes

8 animal figures

8 play utensils

**Option 1:** Offer the Week 14, Day 1 activity to review patterns.

**Option 2:** Engage pairs of children in making a simple (ABAB) pattern.

**Be Prepared:** Select two different types of each set of items. Examples: For the eight shapes, select four squares and four rectangles. For the eight animal figures, select four cats and four dogs.

Open the session by reminding children that a pattern is something that repeats itself. Explain that a simple pattern uses two things that repeat themselves. Point to and describe an item in the room that represents a pattern. Example: a striped shirt with two colors.

Arrange children in a circle. Invite pairs of children, one pair at a time, to use one of the sets of items listed in Materials Needed to create a simple pattern. Begin by presenting a set of items, encouraging children in the pair to describe the items, and then inviting the pair to make a simple pattern that the pair describes (while pointing) for other children. Example: “We have train counters and car counters. Our pattern is train, car, train, car, train, car.” Increase challenge by adding a third type of item to each set. Example: nine pieces of paper, three of different colors. This supports an ABCABC pattern.



## 3–5 YEARS

## Small Group



## Skill and Goal

## Concentrate

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



## Key Concepts

**Review:** Concentrate



## Materials Needed

Small item—1 per child (toy food item, doll, marker, beanbag, toy animal figure, etc.)



## Also Promotes

Science

**BEGIN:** [Arrange children sitting in a circle.]

Let's play a game we've played before 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 we've played before 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 items 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 Living Things



3-5 YEARS

Large/Small Group



## Skill and Goal

**Knowledge of living things**

**Knowledge of life cycles**

Children will understand how dinosaurs were the same and different in what they ate, how they moved, and their body coverings. Children also will understand basic stages of a dinosaur's life cycle.



## Key Concepts

**Review:** Same  
Different



## Materials Needed

\*4 pictures as shown

*ABCs of Yoga for Kids* by  
Teresa Anne Power (see  
Extra Support tip)



## Also Promotes

Self-Regulation

\*Printables provided

**Be Prepared:** The opening activity assumes children have had experiences with yoga poses offered in ELM's Self-Regulation activities. If yoga experience is limited, use different arm and hand positions to provide practice with the concepts of same and different. Examples: hand on head, hand and arm behind back, hand touching toes, hand touching ear.

**BEGIN:** Today we will talk about how dinosaurs were the same and different. Let's first do some yoga poses to help us remember what it means to be the same and what it means to be different.

- ASK:**
- What does it mean for things to be the same? (alike)
  - What does it mean for things to be different? (not alike)

**ACT:** I am going to show a yoga pose. Please try to do the same yoga pose.

*[Say the name and demonstrate a yoga pose that is familiar to most children. Example: a tree. It is not necessary for children to perfectly follow your pose.]*

*Say and demonstrate a second pose for children to follow if you think more experience with the concept of "same" would be helpful.]*

I am going to show another yoga pose. This time, please do a yoga pose that is different from the pose I am showing. You can do any yoga pose that you want. Please try hard to not do the pose I am doing. We will do different yoga poses.

*[Say the name and demonstrate a yoga pose while encouraging children to do a different pose of their choice.]*

- ASK:**
- Were all dinosaurs the same? (no)
  - We know that dinosaurs were different from each other. Let's think about living things for a moment. What do all living things need to stay alive? (food, water, air)

**EXPLAIN:** Dinosaurs were living things. They were alike in needing water to stay alive. Here is a picture of a dinosaur drinking water.

*[Display picture of dinosaur drinking water.]*

We know that all dinosaurs started their lives in eggs.

*[Display picture of dinosaur eggs.]*

All dinosaurs grew quickly after they hatched from an egg. Here are pictures of dinosaurs hatching from their eggs, a baby dinosaur, and an adult dinosaur.



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# Exploring Living Things *continued*



*[Display and describe eggs, baby dinosaur, and adult dinosaur pictures.]*

Young dinosaurs became adult dinosaurs and laid eggs. Then a new dinosaur would hatch from the egg and start growing.

We know that all living things grow and can make others like themselves.

**ASK:** How were dinosaurs different from each other? (size, what they ate, some had feathers, whether they used two or four legs to get around)

**EXPLAIN:** All dinosaurs ate food, but dinosaurs were different in what they ate. We know that some dinosaurs ate meat only. Other dinosaurs ate plants only. And some dinosaurs ate both meat and plants.

Some dinosaurs were covered with feathers that helped them keep warm. Most dinosaurs did not have feathers.

We know that dinosaurs were different in how they got around. Some used two legs. Other dinosaurs used four legs. Some dinosaurs had wings that helped them glide through the air.

Some dinosaurs were very big. Other dinosaurs were smaller.

**RECAP:** Dinosaurs were the same and different from each other. Dinosaurs ate food, drank water, hatched from eggs, and grew. These are ways that dinosaurs were the same. What are some ways dinosaurs were different from one another? (size, what they ate, some had feathers, whether they used two or four legs to get around)



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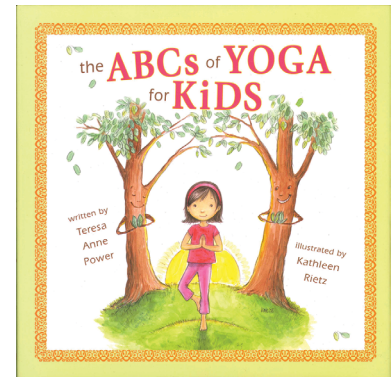
CJ Berry/flickr/(CC BY 2.0)



## Scaffolding Tips

**Extra support** ■ If children seem uncertain about a “different” pose to do, suggest that they do the pose done at the beginning of the session (when poses were to be the same as yours) or look at the *ABCs of Yoga for Kids* book for ideas. ■ It is fine if children do a yoga pose done by another child. Emphasize how your pose is different than the poses done by others. ■ Display and discuss the picture of the Microraptor dinosaur (Week 46, Day 1) to show feathers and wings. ■ Children may benefit from a brief review of characteristics of living things (Week 12).

**Enrichment** ■ Invite children to lead the opening same/different activity by demonstrating a yoga pose(s). ■ Invite children to think of other animals that eat meat only or plants only or both meat and plants.



## Center Activity

Provide two sets of \*dinosaur matching cards. Place cards upside down on a table. Invite children, one at a time, to turn over two cards at a time. Invite the child to describe differences in the dinosaurs if the pictures do not match. Encourage the child to place dinosaur matching cards together in a pile in front of him/her. When all cards have been matched with a pair, invite the child to sort pairs of dinosaur matching cards into piles based on dinosaur characteristics of interest to the child.



Steveoc86/wikimedia/(CC BY-SA 3.0)



\*Printables provided

## Family Child Care

School-age children may wish to suggest poses to include in the opening activity or “model” how the pose is done.





## 3-5 YEARS

## Small Group



## Skill and Goal

## Letter knowledge

Children will recognize spoken letters in their first name.



## Key Concepts

**Review:** Letter



## Materials Needed

Children's name cards

Your name card

\*Letter cards for children's first names (see Be Prepared)

\*Printables provided

**Be Prepared:** Secure letter cards for the first names of children in your group. Arrange the letters in the order in which you intend to introduce them in a song. Include at least one letter from each child's first name. It is not necessary to use all letters of each child's name. The letter cards are to be used in the activity for extra support only.

Give each child his/her name card. Encourage children to put the card in front of them. Explain that you will sing a song about letters. The song will tell us to raise our hand if we hear a letter that is in our name. Use your name card as an example. Sing the first part of the song (see insert) with a letter in your first name. Raise your hand. Describe why you raised your hand. Point to the sung letter in your name card. Explain that we need to listen carefully for the letter.

Sing the song. Sing slowly at first so children have time to understand the process. Emphasize each letter when you sing it. If children seem unclear about the letter you sing, sing again the letter name and display the appropriate letter card.

Include two letters each time you sing the song. Example: "If you have a letter A in your name, raise your hand. If you have letter B in your name, raise your hand. If you have a letter A, if you have a letter B, if you a letter A or B in your name, raise your hand." Use one letter per verse if you anticipate two letters per verse will be too challenging.

Add challenge by inviting children to point the sung letter in their name card with a finger on the hand they are not raising.

Repeat the song until each child has an opportunity to raise his/her hand at least once.



## Letter Song

(Tune: If you're happy at you know it)

If you have a \_\_\_ in your name, raise your hand.

If you have a \_\_\_ in your name, raise your hand.

If you have a letter \_\_\_, if you have a letter \_\_\_,

if you have a letter \_\_\_ or \_\_\_ in your name, raise your hand.

## 3–5 YEARS

## Large Group



## Skill and Goal

## Pattern knowledge

Children will use different ways to make simple patterns.

## For Option 2



## Key Concepts

**Review:** Pattern



## Materials Needed

None

**Option 1:** Offer the Week 14, Day 4 activity to review making a simple (ABAB) pattern with movements.

**Option 2:** Support children in playing *Sleeping, Sleeping, All the Children Are Sleeping* (Self-Regulation Week 12, Day 1) with a simple (ABAB) pattern that involves two types of animals.

Explain that we will make a simple pattern with our game *Sleeping, Sleeping, All the Children Are Sleeping*. Remind children how to play *Sleeping, Sleeping, All the Children Are Sleeping*.

Remind children that a pattern is something that repeats itself. Explain that we will pretend to be one of two animals when we play our game. Example: “We might pretend to be a bear and then pretend to be a cat. Our pattern would be bear, cat, bear, cat. What would come after cat in our pattern?” (bear)

Invite children to choose the two animals to use in the game. After each round, invite children to select different animals, if appropriate. Increase challenge by inviting children to select and use a third animal. This would support an ABCABC pattern.

WEEK

47

DAY

2

# Focusing & Remembering



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

Drum

**Be Prepared:** If time permits, offer *Mirror, Mirror* from Week 46, 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 *Mirror, Mirror* from Week 46, 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 that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!

**EXPLAIN:** The game is called *Drum Beats*. Remember, beats on the drum will tell us how to move our body.

**ASK:** What do we remember about what we did when we played this game several weeks ago?

**ACT:** Remember, I will use the drum to tell you how to move your body. Let's begin by dancing when I beat the drum. Please dance slowly when I beat the drum slowly. Keep dancing slowly until you hear me beat the drum quickly. Please dance quickly when I beat the drum quickly. Watch as I show you.

*[Ask another adult to help. Beat the drum slowly, then pause as the other adult dances slowly. Then beat the drum quickly and have the other adult dance quickly.]*

Now let's try it together.

*[Beat the drum slowly as children dance slowly. Then beat the drum quickly as children dance quickly. Then stop and wait for children to stop dancing. Continue with several rounds of beating the drum slowly and quickly, while waiting for children to dance slowly and quickly on cue. Shorten or lengthen the amount of time you beat the drum, based on how quickly children respond to the prompts. Say "stop" to indicate that children should stop dancing.]*

Now we will change our game a little bit. This time when I beat the drum slowly, we will jog in place slowly. Keep jogging in place slowly until you hear me beat the drum quickly. When we hear quick drumbeats, we will begin to jog in place quickly. When I say "stop," we stop. Watch as I show you.

*[Ask another adult to help. Beat the drum slowly, as the adult jogs in place slowly. Then beat the drum quickly, as the adult jogs in place quickly. Alternate between slow beats and quick beats as the other adult*





*jogs in place slowly and then quickly. Say “stop” when you are finished with the demonstration.]*

Now, let’s try it together!

*[Beat the drum slowly, then pause and wait for children to jog in place slowly. Then beat the drum quickly, and pause and wait for children to jog in place quickly. Then say “stop,” and pause and wait for children to stop. Continue alternating between slow and quick beats as the children jog in place slowly and then quickly. Say “stop” to indicate that children should stop jogging in place. Shorten or lengthen the frequency of prompts (slow beats and quick beats), depending on how quickly children change their actions.]*

Let’s change the game one more time.

When I beat the drum slowly, we will jog in place quickly. Then when I beat the drum quickly, we will jog in place slowly.

- How will we jog in place when I beat the drum slowly? (quickly)
- How will we jog in place when I beat the drum quickly? (slowly) Let’s try it.

*[Beat the drum slowly, then pause and wait as children jog in place quickly. Then beat the drum quickly, and pause and wait as children jog in place slowly. Alternate between beating the drum quickly and slowly for several minutes. Say “stop” to indicate that children should stop jogging in place.]*

**RECAP:** Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do. In our game, we listened for drum beats.

- What did we need to pay attention to with the drumbeats? (whether the beat continued or stopped, whether there were slow or quick beats)
- What did the drumbeats tell us to do? (dance slowly, dance quickly, jog in place slowly, jog in place quickly)



### Scaffolding Tips

**Extra support** ■ If children need an additional reminder of the action to be completed, say aloud the words “fast” or “slow” after you beat the drum slowly or quickly. ■ If children need an additional reminder of when to stop, say “stop” and do not resume beating the drum until all children have stopped.

**Enrichment** ■ Invite children to try additional rule changes for *Drum Beats*: Beat the drum slowly as children clap their hands slowly, then beat the drum quickly as children clap their hands quickly. Then do the opposite.

WEEK

47

DAY

2

# Focusing & Remembering *continued*



Self-Regulation



## Center Activity

Provide the drum used during today's activity. Invite children to play *Drum Beats* while taking turns beating the drum. As children play *Drum Beats*, guide the drummer and others, if necessary.



## Family Child Care

Encourage all children in your setting to continue practicing self-regulation skills while playing an outdoor game using a drum. Invite children to play as you beat the drum. When the drum stops, encourage children to stop what they are doing and freeze. Continue beating the drum for shorter periods of time and stopping as children freeze. Younger children will enjoy beating on boxes and bowls as older children listen for your drum cues.

The *Drum Beats* 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/Small Group



## Skill and Goal

## Knowledge of living things

Children will understand characteristics of plant-eating dinosaurs.



## Key Concepts

**New:** Snip



## Materials Needed

\*3 pictures as shown (1 picture as shown in Extra Support tip)

*Diplodocus* by Sally Lee



## Also Promotes

Language/Literacy

\*Printables provided

**Be Prepared:** Today's activity includes reading the first 25 pages of a book.

**BEGIN:** We know that some dinosaurs ate plants. Today we are going to talk about how characteristics of some dinosaurs helped them eat plants.

**EXPLAIN:** Let's talk first about the mouths of dinosaurs.

The mouths of some dinosaurs were made to pull leaves off of tree branches. Their teeth worked like rakes. Their mouths and teeth pulled lots of leaves off at one time. The dinosaur would need a big mouth to hold so many leaves!

Other dinosaurs had teeth in the front of their mouth that snipped off leaves. The word **snip** means to cut something.

The long necks of some dinosaurs helped them reach leaves at the tops of trees.

[Display picture of dinosaur with a long neck.]

Some dinosaurs ate plants from the ground. They bent their heads low to the ground to eat the plants. Many dinosaurs that ate plants on the ground had short necks.

[Display and describe the picture of a dinosaur with a short neck.]

**ASK:** What do we do with our teeth after we put some food in our mouth? (chew the food)

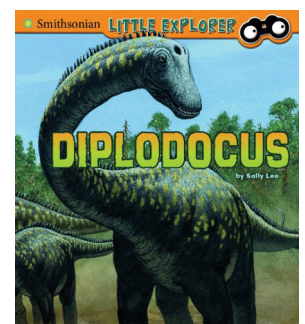
**EXPLAIN:** Dinosaurs chewed leaves and other parts of plants before they swallowed them. Dinosaurs that ate plants had short and thick teeth that smashed the food into smaller pieces. Food needs to be in small pieces before it moves through an animal's body.

Today we will read a book that will help us learn more about dinosaurs that ate plants only. Our book is about the *Diplodocus* dinosaur.

[Display book cover and point to the word "*Diplodocus*" when you say it.]



C.J.Berry/flickr/(CC BY 2.0)





Our book is called *Smithsonian Little Explorer Diplodocus*. The author and illustrator of the book is Sally Lee.

**ACT:** [Read to p. 25 of the book without inviting talk until you have finished reading. Do not elaborate on information unless children seem confused about what you are reading. Point to and describe illustrations directly related to the text.]

**ASK:** [Use questions such as the following to encourage children to discuss some key facts in the book:]

- How could a Diplodocus find food without moving its body? (move head and neck from side to side)
- How could a Diplodocus eat plants in a muddy area without getting stuck in the mud? (reach out its long neck)

**RECAP:** The mouths and teeth of some dinosaurs were made to pull a lot of leaves from a tree. Other dinosaurs snipped leaves from a tree or plant. Some dinosaurs like the Diplodocus had long necks for reaching out to grab leaves.



### Scaffolding Tips

**Extra support** ■ In the discussion of how some dinosaur mouths worked like a rake, some children may benefit from a description of a rake and how it works. Show and talk about a rake. (Use the provided picture of a rake, if necessary.)

■ When you read about dinosaurs swallowing stones, remind children that we never should put stones or rocks in our mouths. ■ Display the two pictures of dinosaurs side by side to emphasize differences in necks. ■ Invite children to pretend that one of their arms is a long neck and the hand is the mouth. Encourage children to reach up high with their arms and move their hands like they are grabbing a lot of leaves off a tall tree to help children understand how a long neck helped a dinosaur reach leaves.

**Enrichment** ■ Ask children what would happen if they swallowed something without chewing. Explain that the tube that carries food from their mouth to their stomach is small; and that is why they need to chew food well before swallowing. Some dinosaurs had very large tubes between their mouths and their stomachs. The large tube allowed dinosaurs to swallow large pieces of food without chewing. The stones the dinosaurs swallowed help mash the food in stomach so it could be digested. If some children seem ready to learn some technical terms, introduce the word esophagus in describing the tube that carries food from mouth to stomach. ■ Tape a 16-foot string to the wall and onto the ceiling so children can see how tall a Diplodocus was. Tape a picture of a Diplodocus by it. Tape a 5½-foot string next to the 16-foot string. Tape a picture of the Ankylosaurus by it. An Ankylosaurus is the dinosaur with the clubbed tail, pictured in Week 47, Day 3. Encourage children to compare the differences in height. ■ Read the rest of *Diplodocus* to children who show interest. ■ Watch Denise the Diplodocus reach up high and then encourage the children to think about what they would be able to see if their neck was that long. <http://iptv.pbslearningmedia.org/resource/0f002830-8cd4-4a92-ae76-73989a1f8f0f/denise-diplodocuss-long-neck/>



### Center Activity

Measure outside how long 100 feet is. Place a pylon marker at each end of the 100 feet. Remind children this is the length of the Diplodocus dinosaur. Invite children to try throwing a ball 100 feet. Find out how many throws it will take if a child throws a ball, moves to where the ball stopped, and throws the ball again.

WEEK

47

DAY

2

# Exploring Living Things *continued*



Science



## Family Child Care

Younger children may enjoy participating in today's activity with preschool-age children, including the brief exercise in pretending an arm is a dinosaur neck. You may wish to invite preschool-age children to lead younger children in moving on their hands and legs to pretend they are dinosaurs with shorter necks. Encourage children to think about what this type of dinosaur may eat.

The activity is informed by the following source: Lambert, D. (2014). *DK Eyewitness Books: Dinosaurs*. London: DK Children

# Understanding Words



Language/  
Literacy

3–5 YEARS

Large Group



## Skill and Goal

### Oral language

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



## Key Concepts

**New:** 3–4 words (see Be Prepared)

**Review:** Words introduced on Day 1



## Materials Needed

Book read on Day 1

Chart from Day 1

Marker

**Be Prepared:** This is the second of two repeated readings of a book with children. Today's reading focuses on children's comprehension of information presented in the book, as well as connections to the book. This 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 3–4 important words to define today.

Words We Understand

Open the session by displaying the book cover and reminding children that we read the book on Day 1. Encourage children to describe what they remember about the book, such as the main characters, what happened first, and what happened next.

Use children's recollections to provide a brief summary of the book organized by the sequence of events. See Week 46, Day 3 for examples.

Show the chart from Day 1. Remind children of the words and their meanings from Day 1. Write and define each of the new words to be introduced today.

Reintroduce the book by reading its title and names of the author(s) and illustrator. Read the book. Pause at appropriate times to help children comprehend an illustration, an event, or a character. After reading the book, ask questions that help children connect their experiences to the story or a character. See Week 46, Day 3 for examples.

Draw children's attention to your Words We Understand chart. Point to and read each word introduced today. Help children remember how the word was used in today's book.

Conclude the session by inviting children to describe one thing they remember the most about the book. (an event, character, illustration)

## Scaffolding Tips

**Extra support** ■ In the opening segment of the activity, show book illustrations to help children recall characters, events, and the sequence of events. ■ Display, and encourage children to describe, book illustrations that directly pertain to a novel word.

**Enrichment** ■ Provide props during center time and other play periods that are related to the book. Example: Provide silk flowers and containers for children after reading *Miss Tizzy*. ■ Invite children to retell the story.



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3

# Making Patterns

123

Mathematics

## 3–5 YEARS

### Large/Small Group



#### Skill and Goal

##### Pattern knowledge

Children will strengthen their understanding of how to make other kinds of patterns.

#### For Option 2



#### Key Concepts

**Review:** Pattern



#### Materials Needed

12 Unifix® cubes—8 of one color, 4 of another color

Pipe cleaners—1 per child (see Be Prepared)

Beads—15 per child (10 of one color, 5 of another color)



#### Also Promotes

Physical/Health

**Option 1:** Offer the Week 15, Day 2 activity to review extending and duplicating a simple (ABAB) pattern.

**Option 2:** Support children in individually making an AABAAB pattern bracelet.

**Be Prepared:** Bend back the ends of the pipe cleaner so children are not scratched by the bracelet they can make today. Yarn may be used as an alternative to pipe cleaners. If using yarn, tape the ends to make it easier for children to string and to prevent fraying.

Open the session by reminding children that we made simple patterns yesterday. Today we can make another type of pattern. Use six Unifix® cubes to demonstrate making an AABAAB pattern. Example: white, white, red, white, white, red. Describe your actions. Encourage children to say the pattern as you point to each cube.

Explain that today each of us can make a bracelet with beads. Demonstrate making an AABAAB pattern with beads, if appropriate. Provide beads and a pipe cleaner to each child. Provide support as needed.



# Understanding Feelings



## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Emotion knowledge

Children will strengthen their understanding of feeling happy, silly, sad, and angry.

#### For Option 2



#### Key Concepts

**Review:** Emotion  
Happy  
Silly  
Sad  
Angry



#### Materials Needed

\*4 Feeling cards: happy, silly, sad, angry

\*Printables provided

**Option 1:** Offer the Week 10, Day 2 activity to review the concept of emotions. Offer the Week 10, Day 3 activity to review happy and silly. Offer the Week 11, Day 2 activity to review sad. Offer the Week 12, Day 2 activity to review angry.

**Option 2:** Engage children in identifying how each person in different scenarios might be feeling and why.

Open the session by reminding children that an emotion is the way we feel inside. Display and lead children in a discussion of each of the four feeling cards as summarized below.

- We often feel happy when we are pleased about something, or when we feel good inside.
- When people feel silly, they feel happy and playful.
- People sometimes have a frown on their face, and they may look down or cry when they feel sad.
- We usually feel bad inside when we feel angry.

Place the four cards face up in the middle of the circle as reminders.



Explain that we will listen to some situations and talk about what the child in the situation may be feeling and why.

**Situation #1:** Rosario likes animals. She especially likes rabbits because they feel so soft when she pets them. Today Rosario's mom is taking her to the pet store to look at animals. Rosario is smiling. What do you think Rosario might be feeling? Why?

**Situation #2:** Juan Pablo picked up a clean feather from the art area. He walked very quietly to an adult in the room. He used the feather to tickle the adult. They both laughed! What do you think Juan Pablo might be feeling? Why?

**Situation #3:** Anthony's mom is going on a trip. She will be gone for one night. Anthony looks down when his mom says good-bye to him. Anthony's mom gives Anthony a big hug and tells him she loves him. What do you think Anthony might be feeling? Why?

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3

# Understanding Feelings *continued*



Situation #4: Amani arranged three toy cars in a row. They are lined up just how she wants them. Another child asked to play with Amani. Amani said "Not right now." The other child took two of her cars and walked away. What do you think Amani might be feeling? Why?

Situation #5: Mariela likes to help her parents cook. Sometimes her parents make a meal quickly and do not let Mariela help. Today Mariela's dad asked her to help cook her favorite meal. Mariela said "Yes!" What do you think Mariela might be feeling? Why?

## Exploring Living Things



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Knowledge of living things

Children will broaden their understanding of characteristics of plant-eating dinosaurs.



## Key Concepts

**New:** Spike

**Review:** Balance



## Materials Needed

\*5 pictures as shown

\*Printables provided

**Looking Ahead:** Begin collecting children's artwork to be used in a classroom art exhibition in Week 49. You may wish to collect various kinds of artwork such as sculptures, paintings, drawings, etc. See Creative Expression Week 49, Day 3.

**BEGIN:** We are learning about dinosaurs that ate plants. Yesterday we talked about how dinosaurs used their mouths and necks to eat plants. Mouths and necks are at the front part of a dinosaur's body.

[Display picture of dinosaur with long tail.]

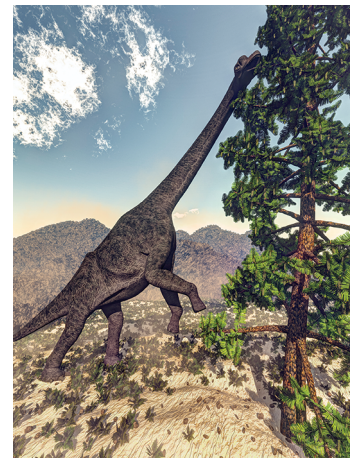


**ASK:** What do we see at the back part of the dinosaur in this picture? (its tail)

**EXPLAIN:** Tails helped dinosaurs keep their balance when they stretched their neck to reach for leaves in tall trees. Remember, when we balance something we keep it steady. We talk about balance when we do some movements with our body. We can tip or fall over when parts of our body are not balanced.

Dinosaurs used their tails to balance their bodies when their heads and necks reached for plants high in a tall tree. Look at how the dinosaur's tail sticks out straight from its back. The tail helped the dinosaur keep steady so it did not fall over.

[Display and describe picture of a dinosaur standing on two legs with tail reaching backwards.]



A dinosaur's tail also could help keep the dinosaur safe from another dinosaur that might want to eat it. A dinosaur could swing its tail fast and make the other dinosaur back away. Some dinosaur tails had clubs on them. The club could knock over another dinosaur.

[Display and describe picture of a club tail.]



Eigenes Werk/wikipedia/(CC BY-SA 4.0)

Some dinosaur tails had spikes on them. A **spike** is pointed and hard. A spike can hurt when it is poked into something.

[Display and describe picture of a spiked tail.]





One of the ways a dinosaur could stay safe was to live with other dinosaurs that also ate plants only. Living with a group of other dinosaurs helped a dinosaur keep safe. Some dinosaurs would travel in a group and keep younger dinosaurs in the middle of the group.

*[Display picture of a herd of dinosaurs protecting their young by keeping them in the middle of the group.]*

**ASK:** Why would a younger dinosaur be safer traveling in the middle of a group of adult dinosaurs? (the adult dinosaurs could stop a dinosaur that wanted to eat another dinosaur from reaching the younger dinosaur)

**RECAP:** Dinosaurs that ate plants used their tails to keep steady when they reached for leaves that were high in trees. The dinosaurs could swing their tails to keep other dinosaurs away from them. Some dinosaur tails had clubs or spikes that could hurt other dinosaurs. Living with a group of other dinosaurs that ate plants only was another way for dinosaurs to keep safe.



### Scaffolding Tips

**Extra support** ■ In the discussion of dinosaurs living in a group, explain that meat-eating dinosaurs may be interested in eating younger dinosaurs because they are smaller.

**Enrichment** ■ Encourage children to think of other ways dinosaurs protected themselves. Explain how people protect themselves; families help protect children, police help protect people, the military helps protect a nation. ■ Explain that cats use their tails to keep their balance just like dinosaurs. Cats use their tails to balance as they jump and climb. ■ In the discussion of plant-eating dinosaurs living in a group of other plant-eating dinosaurs, point out that plant-eating dinosaurs would not eat each other because they eat plants only. A meat-eating dinosaur might see another dinosaur as meat.



### Center Activity

Provide \*animal sorting cards. Encourage children to sort the cards by whether the animals are living in groups or living alone.



\*Printables provided

(Photo credits: tiger-Paul Buxton, owl-nutmeg66, penguins-Eli Duke, elephants-Diana Robinson, lions-BenH LIEU SONG, bison-Travis, shark-Elias Levy, snow leopard-Tim Ellis, mule deer-John Carr, prairie dogs-Rievse, ants-Camila Plata, polar bear-Nathan Rupert)

### Family Child Care

Children of all ages can be reminded that parents and other adult caregivers help keep them safe, just like animals that live in groups keep their young ones safe. School-age children may wish to describe how some other animals keep safe. Examples: a skunk sprays a stinky smell to protect itself, an opossum pretends to be dead to protect itself. Younger children may wish to pretend they have a tail that they can swing from side to side to keep away an imaginary dinosaur. Be sure to provide a defined area for younger children who are pretending to swing a tail from side to side.



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4

# Understanding Letters



Language/  
Literacy

3-5 YEARS

## Small Group



### Skill and Goal

#### Letter knowledge

Children will strengthen their understanding of the name and sound of selected letters.



### Key Concepts

**Review:** Letter



### Materials Needed

\*Blank game cube (see Be Prepared)

**Be Prepared:** Select six letters that would be helpful for children to review. Use results of the Week 43 letter assessments and your understanding of children's letter knowledge to inform your letter selections. Write the letters (uppercase) on the provided blank cube (one per side).

Assemble children in a circle on the floor. Display the cube. Review each letter on the cube by saying its name, the sound the letter makes, and a word that starts with the letter. Invite all children to make the letter with their hand in the air.

Explain that we will take turns rolling our cube and telling about the letter that lands on top. Initiate the activity with a child who volunteers to go first. Offer support as needed. Lead children in writing the letter in the air if a child seems unclear about how to do this. Continue until all children have an opportunity to roll the cube and describe the letter that lands on top.

## 3–5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will deepen their understanding of how to make patterns.

## For Option 2



## Key Concepts

**Review:** Pattern



## Materials Needed

Rubber stamps—2 different kinds of stamps per child and adult

Paper—1 per child and adult

Ink pads—1 per pair of children

**Option 1:** Offer the Week 15, Day 4 activity to review duplicating and extending a simple (ABAB) pattern.

**Option 2:** Support children in individually making an AABAAB pattern with rubber stamps.

Open the session by reminding children that yesterday we made bracelets with beads. Remind children of the pattern by describing the bead order. Example: blue, blue, red, blue, blue, red. Explain that today we will use rubber stamps to make a pattern.

Display two rubber stamps and paper. Use the two stamps to begin an AABAAB pattern. Make three stamp imprints (AAB) on your paper. Name and point to each stamp imprint on your paper. Ask children what stamp to use next to continue your pattern. (A stamp)

Invite each child to select two different kinds of stamps and to make a pattern on the piece of paper that you provide to each. Encourage children to say aloud the patterns as they make. Provide assistance as needed. Children may wish to exchange rubber stamps with each other.

# Understanding Feelings



## 3–5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will strengthen their understanding of ways to feel better when they are sad, including when a family member or loved one is away for a while.

#### For Option 2



#### Key Concepts

**Review:** Sad  
Globe



#### Materials Needed

*Countdown 'til Daddy Comes Home* by Kristin Ayyar

**Option 1:** Offer the Week 11, Day 3 activity to review ways to feel better when we are sad.

**Option 2:** Engage children in a book-related discussion of ways to feel better when a parent is away.

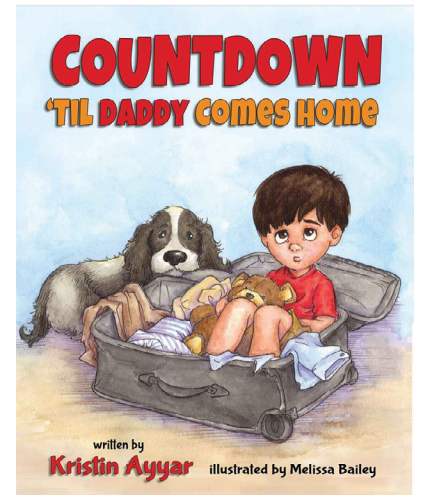
Remind children that one of the times we may feel sad is when a parent is away. Show the book cover, read the book title and names of the author and illustrator, and ask children whether the boy looks happy or sad. Why is the boy in a suitcase with a teddy bear?

Read the book text with pauses so children can look closely at the rich illustrations. Draw attention to interesting details of book illustrations, such as the boy removing some of his dad's clothing from the suitcase (so he can fit in) and the sad looks of the boy and the dog when he says "I don't want Daddy to go!" Remind children that a globe is a map.

After reading the book, discuss with children some of the things the boy did to feel better while his dad was on a trip. Focus on actions that you anticipate will be of particular interest to children in your group. Show pertinent book illustrations. Encourage children to talk about whether they have done some of the things described in the story. There are many possibilities to explore:

- The special chart to countdown the days until his dad comes home
- Enjoying activities during a grandma's (Nana) visits
- Remembering things to tell his dad when they talk on the computer (losing first tooth, seeing dinosaur bones)
- Keeping a box of special treasures to show his dad when he comes home
- Hugging a Daddy Bear toy at bedtime, listening to books his dad has recorded
- Getting cards in the mail from his dad, sending a care package of things, such as his drawings
- Making a "welcome home!" sign with family members

You may wish to share with interested parents the "Four Ways to Countdown" information at the end of the book.





## Exploring Living Things



3–5 YEARS

Large/Small Group



## Skill and Goal

## Knowledge of living things

Children will strengthen their understanding of characteristics of meat-eating dinosaurs.



## Key Concepts

**New:** Jaws



## Materials Needed

Child-friendly scissors

*Tyrannosaurus Rex* by A. L. Wegwerth

\*1 picture as shown



## Also Promotes

Language/Literacy

\*Printables provided

**Be Prepared:** Today's activity includes reading excerpts of *Tyrannosaurus Rex* by A. L. Wegwerth. To make it easier to turn to the specific pages to be read, you may wish to paper clip together pages 5–12, pages 13–16, and pages 21–32.

**BEGIN:** Today we will learn about dinosaurs that ate meat. Meat eating dinosaurs ate other dinosaurs and other types of animals.

Let's think about the mouths of dinosaurs that ate meat.

**ACT:** [Encourage children to put fingers on the skin of their face that is next to their jaws. Invite children to open and close their mouths while holding one to two fingers on each side of their jaws. Demonstrate how to do this.]

**EXPLAIN:** We are feeling our jaws move in our mouths. **Jaws** are the upper and lower bony parts of a mouth. Teeth are fixed to our jaws. Jaws work like scissors. They open and close when something is being chewed.

[Demonstrate opening and closing child-friendly scissors to show how a jaw opens and closes.]

Dinosaurs used their jaws to bite down on an animal and to pull off part of the animal. Then they chewed the meat with their jaws.

**ASK:**

- Do you think the jaws of a dinosaur were strong? (yes)
- Why? (needed strength to pull off part of an animal and to chew)

**EXPLAIN:** [Display picture of a tooth from a dinosaur that ate meat.]

The teeth of a dinosaur that ate meat came to a point at the top. They were very sharp. The teeth had jagged edges that helped the dinosaur to bite into meat and chew it.

Sometimes the jagged edge of a tooth would get smooth, or a dinosaur would lose a tooth. A new tooth would grow in its place.

Dinosaurs that ate meat had to run fast.

**ASK:** Why do you think these dinosaurs had to run fast? (to catch dinosaurs and other animals they wanted to eat)

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

Today we will read a book that will help us learn more about dinosaurs that ate meat. Our book is called *Tyrannosaurus Rex*. Sometimes the *Tyrannosaurus Rex*'s name is shortened to T-Rex.

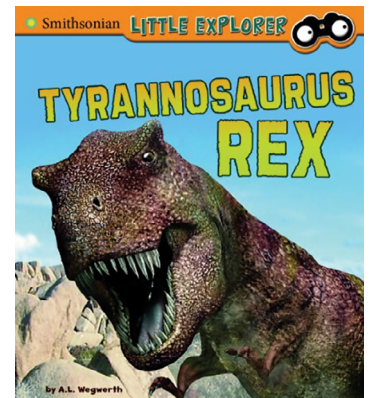




The author of the book is A.L. Wegwerth.

**ACT:** [Read pages 4–5, 12–13, and 16–21 of the book without inviting talk until you have finished reading. Do not elaborate on book information unless children seem confused about what you are reading. Point to and describe illustrations directly related to the text.]

**RECAP:** Today we learned that dinosaurs that ate meat had strong jaws with sharp teeth. We read a book about T-Rexes and learned more about them.



### Scaffolding Tips

**Extra support** ■ Demonstrate scissor action with your hands by putting one hand on top of the other and then moving your hands in an open and shut fashion while keeping your palms together. Encourage children to do this with their hands.

**Enrichment** ■ Explain that the shape of a tooth was like a triangle. ■ Read remaining pages of the book if children show interest.



### Center Activity

Today's book says that the T-Rex was 15-feet tall. Place a piece of tape across the room that measures 15-feet long. Encourage children to lie on top of the piece of tape and compare their size to the size of a T-Rex. Provide a nonstandard unit of measure, such as Unifix® cubes, for children to do further comparisons.



### Family Child Care

School-age children may like to show where they have lost a tooth. Explain that a new tooth will take its place. Encourage children of different ages to use their tongue to feel differences in their teeth. Teeth in our mouths are shaped differently and feel different. Our teeth do different things to the food we eat. School-age children may wish to explain how we use our front teeth when we bite into a carrot, and we use our back teeth to crush it into smaller pieces so it can be swallowed. Infants in your setting may not have teeth yet. Explain that teeth grow into our mouths as we get older.

# Understanding Words



Language/  
Literacy

3–5 YEARS

Large Group



## Skill and Goal

### Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** 3–5 words (see Be Prepared)



## Materials Needed

Book of your choice  
Chart paper  
Marker

**Be Prepared:** Today's reading focuses on children's understanding of basic information presented in a book. The plan described below is for a single reading of the book. Select 3–5 novel words in the book to define for children. See the Language/Literacy section of the *ELM Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand. See Language/Literacy Week 2, Day 1 for guidance on the first-time reading of a book with children.

Words We Understand

Open the session by reminding children that books help us learn new words. Point to the chart, read its title, and write and defined the words you identified for children to learn (see Be Prepared).

Display the book cover and read the title and names of the author(s) and illustrator. Engage children with the book, using a strategy focused on the book's front cover. See Week 46, Day 5 for examples.

Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. During and/or after the book reading, explain characters, events, or words that may be challenging for children to understand. Ask questions or offer descriptions that help children focus on key parts of the story. See Week 46, Day 5 for examples.

Ask questions such as the following to help children remember important aspects of the book:

- Who were the main characters? (no more than three)
- What happened first in the book?
- What happened next?

Use children's responses to provide a quick recap of the story. See Week 46, Day 5 for examples.

Review new words introduced today. Point to and read each word on the chart. Help children remember how the word was used in today's book.

Offer a book-related transition to children's next activity. See Week 46, Day 5 for examples.

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# Understanding Words *continued*



## Scaffolding Tips

**Extra support** ■ Use illustrations to help children respond to questions, such as a picture of main character(s).

**Enrichment** ■ Invite children to explain the meaning of novel words. ■ Invite a child to retell the story. ■ Ask questions that prompt children to connect book events to their own experiences.

## 3–5 YEARS

## Small Group



## Skill and Goal

## Pattern knowledge

Children will strengthen their understanding of patterns.

## For Option 2



## Key Concepts

**Review:** Pattern



## Materials Needed

6 blocks—2 of 3 different shapes or colors

Blocks—18 per pair of children (see Be Prepared)

**Option 1:** Offer the Week 19, Day 2 activity to review other kinds of patterns.

**Option 2:** Engage pairs of children in making an ABCABC pattern with blocks.

**Be Prepared:** Gather six blocks of three different kinds per pair of children (total: 18 blocks per pair of children). Example: six triangle blocks, six square blocks, six rectangle blocks. If there is an insufficient supply of blocks, use different art materials. Examples: crayons, scissors, glue.

Explain that today we will use blocks to make a pattern with a partner. Display six blocks (two of three different shapes or colors). Demonstrate how to make an ABCABC pattern. Invite children to say the pattern as you point to each block. Example: triangle, square, rectangle, triangle, square, rectangle (or: crayon, scissors, glue, crayon, scissors, glue).

Arrange children in pairs. Give each pair 18 blocks as described in Be Prepared. Encourage children to work with their partner to make an ABCABC pattern. Encourage children to say aloud their pattern.

# Understanding Feelings



## 3–5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will strengthen their understanding of how to calm down and positively manage angry feelings.

#### For Option 2



#### Key Concepts

**New:** Mad

**Review:** Angry



#### Materials Needed

*Mouse Was Mad* by Linda Urban

Turtle Puppet (optional)

**Option 1:** Offer the Week 12, Day 3 activity to review how to positively manage feelings of anger.

**Option 2:** Engage children in a book-related discussion of how to calm down when we are feeling mad (angry).

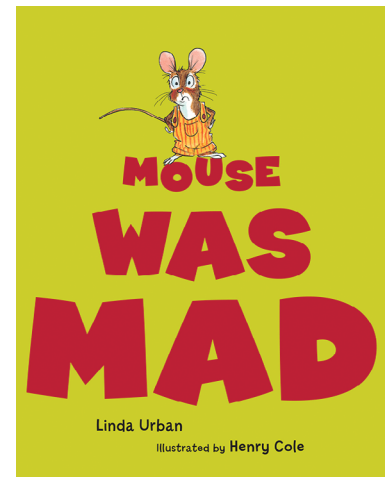
Remind children that sometimes we feel angry about something. Invite children to suggest some reasons a person might feel angry. Remind children that we are learning ways to calm down when we feel angry. Explain that today we will read a book about a mouse who feels mad. Explain that **mad** is another word for angry.

Introduce *Mouse Was Mad*. Explain that the mouse in our book stops feeling mad. Invite children to listen carefully to learn what mouse did to stop feeling mad.

Read the book without inviting discussion. Explain concepts that seem confusing to children. Use your own words to describe illustrations. At the end of the book reading, engage children in a discussion focused on questions such as the following:

- Did mouse stop feeling mad when he hopped? (no)
- Did mouse stop feeling mad when he stomped his foot? (no)
- Did mouse stop feeling mad when he screamed? (no)
- Did mouse stop feeling mad when he rolled? (no)
- Did mouse stop feeling mad when he stood still and took deep breaths? (yes)

If time permits, display the turtle puppet and invite children to remind us what the turtle does to feel better when it feels angry (Social-Emotional Week 12, Day 2. (takes deep breaths when tucked in its shell, thinks of solutions)





WEEK  
47

DAY  
5

# Exploring Living Things



3–5 YEARS

## Large/Small Group



### Skill and Goal

#### Inquiry skills

#### Knowledge of living things

Children will understand how scientists determined whether a dinosaur walked or ran.



### Key Concepts

**Review:** Jaws  
Fossils  
Footprint  
Measure



### Materials Needed

\*1 picture as shown  
Writing tool—1 per child  
Masking tape



### Also Promotes

Language/Literacy  
Mathematics

\*Printables provided

**Be Prepared:** Ask another adult in your room to help with the activity when you demonstrate taking a walking step and taking a running step. The other adult will put two strips of masking tape on the floor to help children compare the distance between walking feet and running feet (but do not run in the classroom).

**BEGIN:** We are learning about differences between dinosaurs that ate meat and dinosaurs that ate plants. We know that dinosaurs that ate meat had really strong jaws.

*[Use your fingers outside of your mouth to point to the location of your jaws.]*

Remember, jaws are the upper and lower bony parts of a mouth. Dinosaurs that ate meat used their strong jaws to bite down on an animal and to pull meat off of an animal.

**ASK:** Why did dinosaurs that ate meat need sharp teeth? (to chew on meat, parts of other animals)

**EXPLAIN:** We know that dinosaurs that ate meat ran faster than dinosaurs that ate plants. Scientists think that dinosaurs that ate plants moved as fast as elephants.

**ASK:** Why did dinosaurs that ate meat need to run fast? (to catch dinosaurs and other animals they wanted to eat)

**EXPLAIN:** Scientists believe that some dinosaurs that ate meat could run as fast as people drive their cars in town. One of the fastest dinosaurs was small. This dinosaur was as big as a cat. Dinosaurs that ate meat ran on two legs.

We know that dinosaurs lived many, many years ago. Scientists use bones and other types of fossils to figure out what dinosaurs looked like and how they lived. Remember, some fossils are the remains of an animal, like bones or teeth. Some of the fossils that scientists find are footprints of a dinosaur.

**ASK:** What is a footprint? (the mark of a foot that is left in the dirt or rock)

**EXPLAIN:** Scientists look at dinosaur footprints to figure out whether a dinosaur was walking or running. Scientists can also use the footprints to figure out how fast a dinosaur was running.

*[Display picture of dinosaur footprints.]*



Here is a picture of the footprints of a dinosaur. Scientists need to find at least two footprints in a row of the same dinosaur to figure out how fast a dinosaur was moving.



Mark Ryan/flickr/(CC BY-NC-ND 2.0)

Scientists measure how far apart the footprints are from one another. Remember, we measure things to find out their size. We can tell how long something is when we measure it.

Footprints that are far apart from each other tell scientists that a dinosaur was running. Footprints that are closer together tell scientists that a dinosaur was walking.

**ACT:** Let's find out how far apart our feet are when we walk and when we run. I will show you with my feet.

*[Take a walking step and then freeze as you describe the following:]*

I am taking one walking step with my foot. I am moving my leg like I am walking. I am going to freeze in place so (name of other adult in classroom) can put a piece of masking tape on the floor between my two feet. The tape will tell us how long it is from one step to another step when I walk.

*[The tape should run from the toe of the shoe on the first leg to the back of the shoe on the foot that took a walking step. After the tape is affixed to the floor, stand about 6–12 inches from the tape, with both feet next to each other and aligned with the beginning of the tape. Then take a running step and freeze as you describe the following:]*

Now I am taking one running step with my foot. I am not going to run because we do not run in our classroom. I am moving my leg like I am going to run. I am going to freeze in place so (name of other adult in classroom) can put a piece of masking tape on the floor between my two feet.

*[Again, the tape should run from the toe of the shoe on the first leg to the back of the shoe on the foot that took a running step. After the tape is affixed to the floor, stand back so children can see differences in the length of the two strips of tape (see picture).]*

**ASK:** One piece of tape is longer than the other piece of tape. Why? (because we take a longer step when we run)

**EXPLAIN:** *[Point to shorter and longer pieces of tape as you describe each.]*

We take shorter steps when we walk. The shorter piece of tape shows how far it is from one foot to the other when I walked.

We take longer steps when we run. The longer piece of tape shows how far it is from one foot to the other foot when I started to run.



# Exploring Living Things *continued*



Science

Scientists used the footprints of the same dinosaur to measure how far apart their feet were when walking and when running.

**ACT:** *[Invite children to stand with their feet next to each other. Lead children in taking one step (moving forward one leg/foot) and then freezing. Encourage children to look at how far apart their feet are.]*

*Encourage children to again stand with their feet next to each other. Lead children in taking a larger step (moving forward one leg/foot) and then freezing. Encourage children to look at how far apart their feet are with a larger step.]*

**RECAP:** Dinosaurs that ate meat could run fast. They ran to catch animals to eat. Scientists used dinosaur footprints to figure out whether a dinosaur was walking or running. Animals take bigger steps when they run. We used tape to compare a walking step and a running step.



## Scaffolding Tips

**Extra support** ■ Make sure the two pieces of tape are parallel to one another for ease in comparing their lengths. As a follow-on activity for comparing the lengths of the two tapes, encourage children (one at a time) to spread their arms the length of each tape, or to place Unifix® cubes on each tape.

■ If children seem unclear about the concept of measurement, consider reviewing highlights of Week 26 in Mathematics.

**Enrichment** ■ Children with a strong interest in dinosaurs may be interested to learn that two or more footprints in a row of the same dinosaur (shown in provided picture) are called trackways.

■ You may wish to use a tape measure to determine the actual distance between walking feet and running feet. Measure the lengths of the two pieces of masking tape so a visual (parallel strips of tape on the floor) is offered to children. Explain that a tape measure is a long, flexible piece of cloth or metal that is used for measuring. ■ As a follow-up activity, pairs of children could be formed to repeat the walking and running steps in a space where the first step in running is permitted. Children could take turns stepping and affixing the masking tape. Some pairs may wish to use a tape measure for comparing the two lengths of masking tape.



## Center Activity

Leave the pieces of tape from the footprints on the floor. Provide children with a variety of toy dinosaurs. Encourage children to guess whether a dinosaur usually walked or could also run. There may be distances between the legs/feet of the toy dinosaurs that give some clues. Guessing or pretending is fine. Children can place dinosaurs they think could run on the longer strip of tape and dinosaurs that probably walked on the shorter strip. The follow-up activity offered as an Extra Support tip also could be done in a center activity.

WEEK

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DAY

5

# Exploring Living Things *continued*



Science



## Family Child Care

School-age children in your setting may enjoy affixing the masking tape and perhaps using a measuring tape to compare the two lengths.

The activity is informed by the following sources: Kuban, G. J. (1994). An overview of dinosaur tracking. Retrieved from <http://www.paleo.cc/paluxy/ovrdino.htm>; Hanson, A. & Mahn, A. (2012). *Biggest, Baddest Book of Dinosaurs*. Minnesota: Abdo Publishing Company