



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)
- Reviewing the name, sound, lowercase form, and uses of selected letters (Days 2, 4)



Mathematics

Making Patterns

- Making other kinds of patterns (AABAAB, ABCABC) (Days 1, 5)
- Identifying and comparing simple (ABAB) and other kinds of patterns (AABAAB, ABCABC) (Days 2, 3)
- Identifying errors in patterns (Day 4)



Self- Regulation

Paying Attention

- Concentrating on our breathing while stretching our bodies
 - Practicing two yoga poses (Day 1)

Focusing and Remembering

- Following requests by listening and remembering
 - *It's Raining, It's Pouring* game (Day 2)



Social- Emotional

Understanding Feelings

- Reviewing the emotions—excited (Day 3), shy (Day 4), and loved (Day 5)



Creative Expression

Creating Art

- Murals are a type of art (Day 1)
- Collage is a kind of art (Day 2)
- How a print is made (Day 3)



Physical/ Health

Staying Healthy and Safe

- Reviewing ways to stay safe when riding in a car or truck (Day 4)
- Reviewing ways to stay safe on a bicycle (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

48

DAY

1

Understanding Words *continued*



Scaffolding Tips

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

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 broaden their pattern knowledge.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

Rhythm sticks—1 per child

Bells—1 per child



Also Promotes

Physical/Health

Option 1: Offer the Week 19, Day 1 activity to review how to make simple patterns.

Option 2: Engage children in using musical instruments to make an AABAAB pattern.

Conduct the session near a surface that children can readily tap with a rhythm stick without causing damage.

Explain that today we will use musical instruments to make patterns. Demonstrate a simple pattern (ABAB) with a rhythm stick in one hand and a bell in your other hand. Example: tap, ring, tap, ring.

Use slow movements so the sound of the bell and the tap of your rhythm stick can be easily identified (do not overlap). Emphasize that we make one tap and we ring (move) the bell once.

Give each child one bell and one rhythm stick. Lead children in making a simple pattern (ring, tap, ring, tap) to provide familiarity with the instruments and the process. Then introduce an AABAAB pattern. Example: ring, ring, tap, ring, ring, tap. If children readily produce the pattern, invite them to begin with a different instrument (rhythm stick) so the pattern is: tap, tap, ring, tap, tap, ring. You may wish to provide verbal support for each action. Along with children, say “stick, bell;” or “tap, ring.”

Paying Attention



Self-Regulation

Be Prepared: Today's activity will involve children trying two yoga poses. If possible, provide children with yoga mats.

3-5 YEARS

Large Group



Skill and Goal

Concentrate

Children will strengthen their understanding of how to use yoga to concentrate on their breathing and bodies.



Key Concepts

Review: Patient
Yoga
Pose



Materials Needed

Feather
The ABCs of Yoga for Kids
by Teresa Power
Yoga mats—1 per child
(see Be Prepared)

BEGIN: Let's have some quiet time together so we can concentrate on our breathing and body. This will help our mind to calm down, and help us with our self-control.

ACT: [*Spread out children so each child has personal space. When all children are arranged, turn out the lights in the room.*]

Let's begin by concentrating on our breathing. As we breathe in and out, let's put our hand on our stomach to feel how it moves as we breathe. Let's practice breathing while feeling our stomach move in and out.

Let's take a deep breath.

In, 1, 2, 3, out, 1, 2, 3.

If you want, you can close your eyes to help you relax.

Breathe in through your nose, and breathe out through your mouth.

In, 1, 2, 3, out, 1, 2, 3.

In, 1, 2, 3, out, 1, 2, 3.

When you breathe in, bring the air all the way down to your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Your hand on your stomach should move up and down as you breathe.

In, 1, 2, 3, out, 1, 2, 3.

Please keep breathing in slowly and breathing out slowly.

Feel your body starting to relax. Your eyes are feeling heavier and heavier as you keep breathing all the way to your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Now we are going to focus on our hands and arms. Pretend that you have two small oranges, one in each hand. Pretend you are squeezing the oranges to make orange juice. Tighten your fists as much as possible. Pretend you are squeezing the oranges as hard as you can. Okay, there's no more juice left in the oranges. Now please relax your hands.

Now I will use a feather to pretend there is a butterfly landing on our nose. We will need to wait patiently for the butterfly to land on our



nose. Remember, when we are patient, we wait our turn without talking or moving around or getting upset.

[As you talk about the butterfly, gently move around the room and touch each child's nose with a feather.]

Oh! Wow! Here comes a beautiful butterfly. The imaginary butterfly will visit each of us. We need to be patient. Our imaginary butterfly will fly around your head and land on your nose. Don't touch our imaginary butterfly with your hands, because we might hurt him. Instead, try to get the butterfly to move off of your nose by scrunching up your nose and face.

Wrinkle up your face really hard when our imaginary butterfly lands on your face. Then relax your face when the butterfly moves away. You will feel the muscles in your face relax.

[At the conclusion of the breathing activity, ask children to stay in their own personal space.]

EXPLAIN: Let's use some of our quiet time to practice some yoga. Remember, when people do yoga, they concentrate on their breathing while stretching their bodies into different poses.

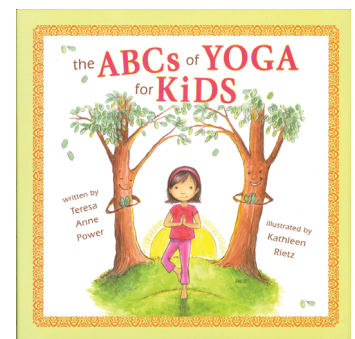
Let's do the yoga poses we learned several weeks ago. We know that a pose is a way of holding our body. Here are the two yoga poses we have done.

ACT: *[Display photos in the book of yoga poses done in Week 46, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.]*

Now let's look at the pictures of other poses in our book about yoga. We will try some different yoga poses in the book, and concentrate on our breathing while we do them.

[Choose two poses from the book to demonstrate to children. Read sections of the book that focus on the two poses. Discuss how the child's body is posed in each picture. Example: "This is called the airplane pose. How does the girl's body look like an airplane?"]

Show children the picture of the first chosen pose from the book. Demonstrate the pose, and then invite children to try it. Remind children to take three deep breaths as they hold the pose. Repeat the pose with three deep breaths. Then show children the picture from the book of the second chosen pose, and use the same approach for children. Repeat the pose with three deep breaths.]





RECAP: We are learning to calm our minds and use good self-control by concentrating on our breathing and our bodies. We did some yoga poses. Yoga helps us concentrate on our breathing while stretching our bodies. Which yoga pose helped you the most in calming your mind?



Scaffolding Tips

Extra support ■ If children have difficulty with the yoga poses you demonstrate, help by gently placing their bodies in the desired position.

Enrichment ■ If children are comfortably holding a pose while taking three deep breaths, invite them to take more deep breaths (up to five, if they wish). ■ Invite children to demonstrate a pose in the book. Encourage others to try the pose also.



Center Activity

Place one or two yoga mats in an area of the room, plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1; Week 14, Day 1; Week 23, Day 1; Week 29, Day 1; Week 35, Day 1; Week 46, Day 1). If you do not have access to yoga mats, use a blanket. Play quiet, peaceful music and invite children to practice the poses.



Family Child Care

Invite children in your setting to do partner yoga. Encourage one child to do a yoga pose and the other child to mimic the pose of the first child. Encourage children to take turns being the first to do a yoga pose. Provide *The ABCs of Yoga for Kids* by Teresa Power for children to use as a reference.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that murals are a type of art.



Key Concepts

New: Mural

Review: Art
Cooperate



Materials Needed

*3 pictures as shown (see Be Prepared)

Large sheet of light-colored butcher paper

Crayons

Colored pencils

Markers



Also Promotes

Self-Regulation

*Printables provided

Be Prepared: If there are murals in your community, take pictures of them to display as examples. Another option is to use the provided pictures of murals.

BEGIN: We are learning about many different kinds of art. We know that art is something someone creates, like a painting or a drawing or a sculpture. What kinds of art have we created in our room?

Today we are going to learn about a special kind of art called a mural. A **mural** is a big piece of art created on a wall, building, or ceiling.

EXPLAIN: Murals may be made by one or more artists. A mural may be one picture or may have several smaller pictures put together.

Let's look at some pictures of murals.

[Display three pictures of murals.]

ASK: What are some things we see in these pictures of murals? (people, animals)

EXPLAIN: [Display large sheet of butcher paper.]

We are going to make a mural on this large sheet of paper. We will cooperate and take turns to create our mural.

Remember, when we cooperate, we work together. When we are finished, we can hang our mural on our wall!

- ACT:**
- We will form four small groups. Each group will take a turn coloring a section of the mural.
 - We will each add something special to the mural. One person may use crayons and another person may use markers.
 - There are three other activities (puzzles, blocks, manipulatives, etc.) we can do while we wait for our group's turn to work on the mural. We will need to leave the other activity as soon as your group is invited to work on the mural. There may or may not be more time to work on the activities when we finish our turn with the mural.

[Organize children into four small groups. Give each group a name, so it is easy for you to call a group to the mural area for work.]

Give each group 3–4 minutes for working on a section of the mural that you designate. Provide a one-minute warning before time is up.



Creating Art *continued*



Ensure only one group works on the mural at the same time (do not mingle groups) in order to support the experience of each group taking a turn.

Encourage children to participate in another activity in a separate area of the room with other members of their small group while waiting for the group's turn to work on the mural.

Encourage children to share crayons, markers, or colored pencils.

After a group has finished working, invite children to look at books together or watch other children work on the mural. Keep the "finished" groups within the vicinity of the mural, so it is easy to reassemble when all small groups are done.]

RECAP: *[Invite all children to a large group discussion. Make sure all children can see the finished mural.]*

Today we learned a mural is a large piece of art that is created on a wall or ceiling.

- What do we see in the mural we made today?
- What tools were used to make the mural? (crayons, colored pencils, markers)



Scaffolding Tips

Extra support ■ You may wish to establish a theme or focus for the mural. Example: Invite children to create scenes of centers or settings or activities in your classroom or your child development center, such as the playground.

Enrichment ■ Invite a pair of children to work together to make a portion of one picture they plan together. Example: Two children decide to make some flowers, and determine who is going to make which part of the flowers. One child makes the stems and leaves, and the other child draws the tops of the flowers.



Center Activity

Provide a long piece of butcher paper, paint, and paintbrushes. Hang the butcher paper on an outdoor fence so children can create an outdoor mural.



Family Child Care

If you have murals in your community (outside or inside), take children to visit them if possible. Another option is for children to create murals using chalk on brick walls or sidewalks.

WEEK
48

DAY
2

Understanding Letters



Language/
Literacy

3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will strengthen their knowledge of letters, especially lowercase letters.



Key Concepts

Review: Letters
Lowercase letter



Materials Needed

Letter cards (see Be Prepared)
Letter picture cards—1 per child

Be Prepared: Select up to 12 letters that would be helpful for children to review. Use results of the Week 43 letter assessment and your understanding of children's letter knowledge to inform your letter selections. Gather the letter card and a corresponding letter picture card for each of the selected letters. Select picture cards with items that are likely to be familiar to most children. Place the picture cards in easy-to-find locations in your room for children to find. You may wish to place around your room two picture cards for each child to find (four picture cards for each letter are available).

Display several letter cards, one at a time, and offer a brief reminder of what is on the card. Remind children of uppercase (big letter) and lowercase (small letter) versions of letters on a card. Emphasize the lowercase letter on the letter card.

For each letter card you display and describe, also display and briefly describe the corresponding letter picture card. Emphasize how the item shown on the picture cards begins with the letter on the letter card. Also remind children that the letter shown on a picture card is a lowercase (small) letter. Point out how the lowercase letters on the corresponding picture card and letter card are the same.

Explain that picture cards have been put around the room. The cards are easy to find. Each of us will get a letter card. Our job is to find the card (put around the room) that shows a picture of an item that begins with the letter on our letter card.

After we find the picture card that matches our letter card, we will meet again in our group and take turns telling about our letter and picture card.

Implement the activity as described above. The activity may be repeated if time and interest permit (with children assigned to different letter cards and picture cards again distributed throughout your room).

3-5 YEARS

Large/Small Group



Skill and Goal

Pattern knowledge

Children will practice identifying patterns.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

Pattern Bugs by Trudy Harris

Option 1: Offer the Week 19, Day 3 activity to provide practice in identifying patterns.

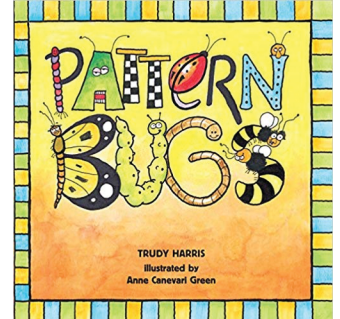
Option 2: Engage children in identifying patterns in book text and pictures. The book includes some patterns that may not be familiar to children.

Display cover of the book and wonder aloud what patterns we might be able to see with bugs. Introduce the book title and names of the author and illustrator.

Read the book, pausing to encourage children to finish saying a pattern you initiate with the book. Example: On the page with a butterfly, say the flutter-float-flutter-float pattern, and then pause for children to say what comes next (which is on the next page).

You may wish to read the page entitled “About Patterns” at the end of the book, but the second page about patterns may have limited interest among younger children.

After reading the book, display each page that shows an insect and invite children to say the pattern on the pictured insect. Repeat children’s pattern descriptions to reinforce pattern knowledge. If help is needed to identify a pattern, name the first few items in the pattern and then encourage children to finish the pattern. Example: On the page with the caterpillar, point to and name the first three colors.



WEEK
48

DAY
2

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 47, 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 47, 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 copy you. Practice each sound for several seconds before moving to the next one.]

- 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.



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 copy 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.
[Rub your hands together.]
- Now we will practice the sound of raindrops.
[Snap your fingers.]
- Next we will practice the sound of rain.
[Clap your hands slowly and then quickly.]
- Our last practice noise is the sound of a heavy rainstorm.
[Pat your knees loudly. Add thunder sounds by saying "boom, crash."]

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 up and down on legs, the sound of raindrops by tapping your fingers together, the sound of rain by patting legs slowly then quickly, and the sound of a heavy rainstorm by stomping feet on the floor and saying "bang, crack."



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

Encourage children to demonstrate *It's Raining, It's Pouring* for families at pickup time. Invite families to join in as children demonstrate.

3-5 YEARS

Small Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that a collage is a kind of art.



Key Concepts

Review: Mural
Collage



Materials Needed

- *2 pictures as shown
- Different types of colored paper (construction, tissue, etc.)
- White paper—1 per child
- Scissors—1 per child
- Glue



Also Promotes

Physical/Health

*Printables provided

Looking Ahead: Take or secure pictures of art in your community, such as at a park, playground, on a building, etc. These pictures will be used in addition to, or in place of, provided pictures used in Creative Expression Week 50, Day 2.

BEGIN: We are learning about different kinds of art. Yesterday we made a mural. We learned that a mural is a big piece of art created on a wall, building, or ceiling. Where is our mural?

EXPLAIN: Today we are going to make a kind of art called a collage. We know that a collage is a piece of art that is made with different kinds of things.

[Display two pictures of collages.]

The artists who created the collages shown in these pictures glued different shapes and colors of paper to larger pieces of paper.

The collages were made by children when they were the ages of children in our room.

- ASK:**
- What do you see in these pictures of collages?
 - How are the collages different?

EXPLAIN: There are different ways an artist can make a collage with paper. The artist may cut the paper into whatever shapes he/she wants. Or, the artist may tear the paper into different shapes. Then the artist can glue the pieces of paper onto a bigger piece of paper or board.

[Demonstrate cutting colored paper into several shapes, and then glue the shapes to a piece of white paper.]

Today each of us will make a collage. Each of us can decide to cut or tear the colored paper into whatever shapes we want. Then we can glue the shapes to white paper wherever we want to place them.

ACT: *[Provide white paper, colored paper, scissors, and glue. Encourage children to plan how their collage will look and what colors and shapes are needed to create their ideas before they begin. Support children in their efforts.]*

RECAP: A collage can be created in more than one way. We used paper, scissors, and glue to make collages. Look at all of the creative collages we made! What do we see?



WEEK

48

DAY

2

Creating Art *continued*



[Display collages in your room and draw children's attention to how specific collages were created. If space permits, continue to display the mural made on Day 1 so children can compare these two different types of art.]



Scaffolding Tips

Extra support ■ In addition to showing how to cut paper into several shapes, you may wish to demonstrate tearing paper into shapes. ■ If children do not wish to cut or tear paper, provide pre-cut or pre-torn pieces of paper for children to add to their collage. ■ Remind children that we made collages with recycled materials (Science Week 43).

Enrichment ■ Invite children to look at another child's collage and describe what they see and how it was made.



Center Activity

In the art center, place a variety of collage materials, such as different types of colored paper, cloth, yarn, sticks, beads, etc. Provide paper and glue, and encourage children to create their own collages.



Family Child Care

Invite families to help their child create a collage at home. Invite children to bring the completed collage from home and share it with others in your setting.

WEEK
48

DAY
3

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.

Making Patterns

3-5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will strengthen their understanding of different kinds of patterns.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

Unifix® cubes (see Be Prepared)

Option 1: Offer the Week 14, Day 3 activity to provide practice in identifying patterns.

Option 2: Engage children in comparing three different types of patterns: ABAB, AABAAB, and ABCABC.

Be Prepared: Connect Unifix® cubes to make several ABAB patterns, AABAAB patterns, and ABCABC patterns.

Explain that today we will talk about how patterns can be different. Place a simple Unifix® cube pattern (ABAB) in front of you. Explain this is a simple pattern. Two things repeat themselves. Lead children in saying the pattern as you point to each element. Example: blue, yellow, blue, yellow, blue, yellow. Put aside the simple pattern.

Place another kind of pattern in front of you (AABAAB). Lead children in saying the pattern as you point to each element. Example: blue, blue, green, blue, blue, green. Then place a third kind of pattern in front of you (ABCABC). Lead children in saying its pattern as you point to each element. Example: yellow, blue, green, yellow, blue, green.

Put the AABAAB and ABCABC patterns next to each other. Ask children if these are simple patterns. You may wish to put the ABAB pattern next to the other two patterns to help children respond to your question. Describe again the ABAB pattern, if appropriate. Engage children in a discussion of how the three patterns are different. Put aside the three examples of patterns and introduce three more examples of ABAB, AABAAB, and ABCABC patterns for children to explore.

WEEK
48

DAY
3

Understanding Feelings



3-5 YEARS

Small Group



Skill and Goal

Emotion knowledge

Children will broaden their understanding of what it means to feel excited.

For Option 2



Key Concepts

Review: Excited



Materials Needed

*Our Feelings poster

*Printables provided

Option 1: Offer Week 14, Day 3 to review feeling excited.

Option 2: Engage children in a brief discussion of what makes them feel excited.

Arrange children sitting in a circle. Display the Our Feelings poster and invite a volunteer child to point to the picture of a child who seems to feel excited. Invite all children to describe the pictured facial expression. Remind children that we can feel excited when we are looking forward to something that will happen soon.

Explain there are many different things we can get excited about. Offer some examples. (going to a favorite place to eat, a trip to see a relative, playing a favorite game, being with a good friend)

Encourage children to tell about something that made them feel excited. A follow-up prompt, if needed: "What's something you looked forward to that made you feel excited?" Remind children of several of your earlier examples, if children seem unclear about the question.



Consider pursuing the conversation in one of two ways:

- Move the question around the circle, from child to child, with the option of a child taking a pass if he/she does not wish to share (but provide children who "pass" another opportunity to share before concluding the discussion); or
- Invite children to speak whenever they wish, ensuring that the conversation is not dominated by one or several children.

Conclude the conversation by reminding children that we can get excited about different things.

WEEK
48

DAY
3

Creating Art



3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Children will understand how a print is made.



Key Concepts

New: Print

Review: Mural



Materials Needed

Rubber stamp

Ink pad

Paper

Bubble wrap—
approximately 6 x 8
inches square

2–3 colors of paint

Small cups or trays for
paint

Paintbrush

Plastic bottle

Be Prepared: Items listed in Materials Needed are for demonstration purposes. Note the activity plan includes an optional opportunity for children to make a print.

BEGIN: Today we will learn some ways to make a print. A **print** is a picture made by pressing an inked or painted item onto paper. There are many different ways to make a print.

EXPLAIN: Let's look at one thing we can use to make a print.

[*Display rubber stamp.*]

This is a rubber stamp. There is a picture on one side of the rubber stamp. Watch what happens when I press the rubber stamp in ink.

[*Display picture on the face of the rubber stamp. Demonstrate pressing the rubber stamp onto an ink pad and then pressing the face of the rubber stamp onto paper.*]

The picture on the bottom of the rubber stamp is now on the paper. I made a print!

Another way we can create our own print is with bubble wrap!

[*Display bubble wrap.*]

We know that people sometimes use bubble wrap to pack up items when they move.

Watch closely to see how we can make a print with bubble wrap!

[*Demonstrate how to make a print with bubble wrap as you explain the following steps:*]

- First we paint a piece of bubble wrap with a paintbrush.
- Then we gently press the painted side of the bubble wrap onto the paper.
- We need to rub the bubble wrap gently when it is on the paper. We don't want the bubbles to pop!
- We carefully pick up the bubble wrap. Now we can see the print the bubble wrap leaves on the paper!



ACT: [*If time permits:*

Prepare three stations for small group printmaking; a rubber stamp station, a bubble wrap station, and a plastic bottle station. Encourage children to make their own prints.]



RECAP: Today we learned about a kind of art called a print. We can use rubber stamps, bubble wrap, and plastic bottles to make prints. Many different items can be used to make prints.



Scaffolding Tips

Extra support ■ Children may require a second demonstration and description of how to rub the bubble wrap gently. Offer an analogy. Example: “We rub the paper gently like we are petting a dog.”

Enrichment ■ Demonstrate how to make a print with a plastic bottle and paint. Paint the bottom of the plastic bottle by dipping it into paint. Gently press the painted end of the bottle onto paper. Carefully pick up the bottle. Ask children if the print they made looks like what they anticipated it would look like.



Center Activity

In the art center, provide printmaking materials, such as rubber stamps, bubble wrap, and plastic bottles. Encourage children to practice printmaking with ink pads and paint.



Family Child Care

Make prints with items from nature. Examples: leaves, pine cones, acorns, or whatever can be found outdoors.

WEEK

48

DAY

4

Understanding Letters



Language/
Literacy

3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will strengthen their knowledge of letters, especially words that begin with a targeted letter.



Key Concepts

Review: Letters



Materials Needed

Letter cards (see Be Prepared)

Letter picture cards—1 per child

Be Prepared: Today's activity is a variant of this week's Day 2 activity. Select up to 12 letters that would be helpful for children to review. The 12 letters may include all, some, or none of the 12 letters reviewed on Day 2. Use results of the Week 43 letter assessment and your understanding of children's letter knowledge to inform your letter selections. Gather the letter card and a corresponding letter picture card for each of the selected letters. Select picture cards with items that (a) are likely to be familiar to most children and (b) were not used on Day 2. Place the letter cards in easy-to-find locations in your room for children to find.

Open the session by reminding children that on Day 2 each of us had a different letter card and we looked in our classroom for a picture of something that began with a letter on our card. Display and describe a picture card and its corresponding letter card used in the Day 2 activity.

Explain that today each of us will get a picture card. The item shown in the picture begins with a letter that has been put somewhere in our room. Our job is to find a card with the letter that starts the word shown on our picture card. Display a picture card from Day 2. Say the name of the item shown on the card. Emphasize the beginning letter and its sound, and show the corresponding letter card. Point out that the letter is shown on both cards. Remind children that the picture card shows the lowercase (small) letter.

After we find the letter card that matches our picture card, we will meet again in our group and take turns telling about our letter and picture card.

Implement the activity as described above. The activity may be repeated if time and interest permit (with children assigned to different picture cards and letter cards again distributed throughout your room).

3-5 YEARS

Large/Small Group



Skill and Goal

Pattern knowledge

Children will practice finding an error in a pattern.

For Option 2



Key Concepts

Review: Pattern



Materials Needed

Chart paper

Markers—3 different colors

Option 1: Offer the Week 15, Day 5 activity to review ABAB patterns.

Option 2: Support children in identifying errors in patterns.

Use two different-colored markers to begin an ABAB pattern on chart paper. Provide the markers to a volunteer child to continue the pattern for several more marks. Then invite children to say to name of the color of the marks in the pattern as you point to each.

Draw an ABAB pattern on the chart paper making a deliberate error. Explain that you have made a mistake in the pattern. Invite children to find the mistake and describe how it is a mistake. Invite a volunteer child to correct the error.

Continue to make patterns, with some (but not all) patterns containing a deliberate error. Invite children to identify the error in each pattern, explain how it is an error, and correct the error.

To add further challenge, use three different-colored markers to draw an ABCABC pattern with one error. Example: green, blue, yellow, green, blue, yellow, green, blue, blue. Encourage children to identify the error and describe how it should be fixed. If time and child interest permit, draw the beginning of an ABCABC pattern and invite a volunteer child to continue the pattern by making an error. Encourage children in your group to describe how the error can be corrected.

Understanding Feelings



3–5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will broaden their understanding of what it means to feel shy.

For Option 2



Key Concepts

Review: Shy



Materials Needed

Shybug by Kevin Ann Planchet

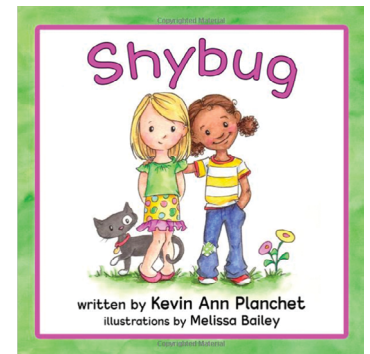
Option 1: Offer Week 15, Day 3 to review feeling shy.

Option 2: Engage children in a book-focused discussion of feeling shy.

Explain that we are going to talk about feeling shy. Remind children that we may feel shy when we meet people we do not know. It is okay to feel shy.

Show the book cover and read its title and names of the author and illustrator. Ask children which of the two children shown on the cover might be feeling shy. What in the picture tells us she might be feeling shy? (arms/hands behind back, the way she is standing, looking away)

Explain that our story begins with a girl named Emmie pretending to cross a river filled with crocodiles. Emmie wants to get a yellow diamond on the other side of the river for a crown she is making. Explain that Emmie's mom calls her "shybug." Read the book and use your own words to point out parts of illustrations, such as the crown on Emmie's head and the magnifying glass (introduced in Science Week 10, Day 2).



After reading the book, engage children in a discussion of some key parts of the story, using pertinent book illustrations to help children recall what happened. Possibilities include the following:

- Emmie wondered why she felt so scared when she saw the girl next door for the first time (when the girl said "Hi!"). Emmie knew that running to her house was not a good way to make a friend.
- Emmie buried her face into her mom when the girl (Annie) and her mom introduced themselves. Hiding our face is one of the things we might do when we feel shy.
- Annie did several things to become friends with Emmie. She asked Emmie if she wanted to play. Annie waved her hand as her mom said "Good morning." Annie helped Emmie cross her pretend river.
- Emmie did several things to become friends with Annie. She showed Annie a ladybug in her garden. She said "thank you" to Annie for helping cross the pretend river. Emmie asked Annie if she wanted to make a crown, too.
- Does Emmie look shy in the illustration of her and Annie in a boat together (at end of story)? What happened to make Emmie not feel shy with Annie?

Staying Healthy and Safe



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will strengthen their understanding of ways to stay safe when riding in a car or truck.

For Option 2



Key Concepts

Review: Protect



Materials Needed

None

Option 1: Offer the Week 27, Day 4 activity to review ways to stay safe when riding in cars and trucks.

Option 2: Engage children in a story-based discussion of how a child and parent stayed safe in a car.

Create and tell a simple story about a child riding in a car driven by a parent. The child is on his/her way to the child development center. Include the following information in your story:

- the child climbed into his/her car seat in the back row of the car
- the parent carefully buckled the child into the car seat
- the parent buckled his/her own seat belt
- the child looked quietly out the window while riding in the car
- the parent kept his/her eyes on the road at all times while driving

When you finish telling your story, explain that both the child and parent did things to protect themselves while riding in a car. We know that protect means we keep something safe from harm.

Invite children to talk about how the parent and child stayed safe while riding in the car:

- What did the child in our story do to keep everyone safe? (got in car seat, did not distract parent)
- What did the parent in our story do to keep everyone safe? (carefully buckled child's car seat, buckled own seat belt, kept eyes on the road at all times)
- Why is it important for a child's seat to be in the back of a car or truck?

Encourage children to talk about things the child or parent might have done that would not keep them safe while riding in the car:

- What might happen if the child's or the parent's seat belt was not buckled?
- What might happen if the parent looked at his/her phone while driving?
- What might happen if the child made a lot of noise while riding in the car?

End the session by offering a brief summary of key points of the conversations.

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.

WEEK

48

DAY

5

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

Geometric and spatial knowledge

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

For Option 2



Key Concepts

Review: Pattern



Materials Needed

* Shape cutouts —6 per child (see Be Prepared)

Paper—1 piece per child

Glue sticks—1 per child

*Printables provided

Option 1: Offer the Week 20, Day 2 activity to review how to form different kinds of patterns.

Option 2: Support children in making an ABCABC pattern with different sizes of the same shape.

Be Prepared: Prepare for each child two cutouts of three sizes of the same shape. Example: two small circles, two medium-size circles, two large circles. Total: six circles. Use basic shapes (triangle, circle, square, rectangle) so children may have a choice about the shape they use to form an ABCABC pattern with different sizes of the same shape.

Open the session by displaying three sizes of a triangle. Ask children to describe what is the same about the three shapes. (all triangles) Ask what is different about the shapes. (different sizes)

Add three more triangles of different sizes to your group of three so you have a total of six triangles of three different sizes. Demonstrate making an ABCABC pattern with the triangles, beginning with the smallest and ending with the largest. Invite children to say “small, medium, large, small, medium, large” as you point to each triangle in your pattern.



Explain that we can make a pattern like this beginning with the large triangle. Demonstrate making an ABCABC pattern with the triangles, beginning with the largest and ending with the smallest. Invite children to say the size of each as you point to each triangle.



Display cutouts of the three other shapes and invite children to say their names. (circle, square, rectangle) If children seem uncertain about whether a shape is a square or a rectangle, display each and describe their differences. Display and describe the different sizes of each shape.

Explain that each of us can have six cutouts of the same shape. The cutouts are in different sizes. Each of us can make a pattern, beginning with the smallest and ending with the largest or beginning with the largest and ending with the smallest. It is our choice. We can glue our shape pattern to a piece of paper.

Provide each child with six cutouts of the same shape, attempting to accommodate children’s shape preference if possible. Encourage children to sort their cutouts by size before arranging and gluing on the paper. Provide help as appropriate. Encourage individual children to point to and say their pattern. Provide an area for children’s patterns to dry.

WEEK

48

DAY

5

Understanding Feelings



3-5 YEARS

Large/Small Group



Skill and Goal

Emotion knowledge

Children will deepen their understanding of what it means to feel loved.

For Option 2



Key Concepts

Review: Loved



Materials Needed

- *Our Feelings poster
- Paper—1 piece per child
- Markers—1–2 per child



Also Promotes

Creative Expression

*Printables provided

Option 1: Offer Week 17, Day 2 to review what it means to feel loved.

Option 2: Support children in individually drawing a picture of a feeling loved or a situation that makes them feel loved.

Display the Our Feelings poster and invite a volunteer child to point to the picture of a child who seems to feel loved. Encourage children to describe the pictured child's facial expression. Remind children that we feel important and special when we feel loved.

Explain that today each of us can draw a picture of what we look like when we feel loved or a situation where we feel loved. Follow-up prompts, if needed: "What does your face look like when you feel important and special?" "When do you feel especially important and special?" Examples: when a parent hugs and kisses you at bedtime, when a grandmother reads a book with you, when you play with your baby sister/brother.

Provide each child with a piece of paper and put markers on tables for children to share. Some children may wish for you to take some dictation about their picture. If time and interest permit, invite children to show and describe their picture.



Staying Healthy and Safe



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will strengthen their understanding of ways to stay safe on a bicycle.

For Option 2



Key Concepts

Review: Protect



Materials Needed

*2 pictures as shown

*Printables provided

Option 1: Offer the Week 27, Day 5 activity to review ways to stay safe when riding a bicycle.

Option 2: Engage children in a discussion of safe and unsafe choices in riding a bicycle.

Explain that we will talk about ways to protect ourselves when riding a bicycle or a tricycle. Ask children what it means to protect. (to keep something safe from harm)

Display side-by-side the pictures of children with and without helmets. Invite children to identify the picture that shows a child who has not made a safe choice. Encourage children to describe why the choice is not safe and why the child wearing a helmet has made a safe choice.

Point out in the two pictures that both of a child's hands are on handlebars. Ask children what might happen if we use one hand only while riding on a bike.



Point out that in both pictures the children are looking straight ahead. They are paying attention to where they are going and what is around them. Invite children to pretend they are riding a bicycle and not looking straight ahead. (prolonged looking behind them, looking up in the sky, looking at the ground) Explain that sometimes we need to look to the side or the ground to find out what's coming. But we want to use a short look. We want to look ahead.

Review your room's (or center's) rules for riding tricycles. For each rule, ask children to describe why the rule is important.