



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, written form, and uses of selected letters (Day 2)
- Reviewing the letters in our first names (Day 4)

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Mathematics

Counting Things

- Reviewing how the last number counted tells how many (Days 1, 3)
- Practicing how to count to a target number (Day 2)
- Making groups equal to a given quantity and to one more than a given quantity (Days 4, 5)



Self- Regulation

Paying Attention

- Concentrating on our bodies and breathing by pretending we are a starfish and pretending to rock a stuffed animal to sleep on our stomach (Day 1)

Focusing & Remembering

- Following requests by watching and taking turns
 - “Silly Faces Song” (Day 2)



Social- Emotional

Understanding Feelings

- Thinking about another person’s thoughts and feelings (Days 3, 4)
- Considering what someone else may be feeling (Day 5)



Creative Expression

Creating Art

- An exhibition is a show of art or other items that people can attend (Day 1)
- Selecting art we want to show others in our classroom exhibition (Day 1)
- How to share information about our artwork (Day 2)
- Book illustrations can represent different types of art (Day 3)



Physical/ Health

Moving Our Bodies

- Practicing how to move in different ways around, over, and under an obstacle (Day 4)
- Practicing how to gallop and skip (Day 5)

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

49

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

Number knowledge

Children will strengthen their understanding that the last number counted tells how many (cardinality).

For Option 2



Key Concepts

Review: Last number counted



Materials Needed

Masking tape (see Be Prepared)
Beanbag

Option 1: Offer the Week 11, Day 1 activity to reinforce children's understanding that the last number counted tells how many.

Option 2: Support individual children in counting squares on the floor.

Be Prepared: Use masking tape to make a row of 10 squares of the same size on the floor.

Open the session by standing just outside of an end of the row of squares. Use an underarm throw to gently toss the beanbag so it lands on (or near) one of the squares. Then step on each square as you lead children in counting each step with you. Stop counting and stepping when you reach the square with the beanbag; the square with the beanbag is the last square you count and step on. Ask children how many squares you stepped on. Then remind children that the last number we counted tells us how many steps you took.

Explain that we will take turns gently tossing the beanbag and then stepping on and counting each square until we reach the square with our beanbag. We will count together. The person who takes the steps will tell us how many squares he/she stepped on. We will alternate beginning at opposite ends of the row of squares. Example: Child A throws and begins stepping from one end of the row of squares. After Child A completes his/her time on the row of squares, Child B throws and begins stepping from the opposite end of the row of squares. Only one child is on the row squares at a time.

Initiate the activity with a volunteer child and continue until all children have an opportunity to toss, step, and tell how many steps they took. Encourage all children to count aloud as a child takes steps. Periodically remind children that the last number we count is how many we have of something.

3-5 YEARS

Large Group



Skill and Goal

Concentrate

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



Key Concepts

Review: Concentrate
Starfish



Materials Needed

*1 picture as shown

Small stuffed animal or toy—1 per child

*Printables provided

BEGIN: Today we will do an activity we've done before where we concentrate on our breathing. We know that when we concentrate, we pay close attention to something. This will help our mind to calm down and our body to be more relaxed.

We will concentrate on our breathing by pretending we are a starfish.

ASK: What is a starfish?

EXPLAIN: We know that a starfish is an animal with five legs that lives in the ocean.

[Display picture of a starfish.]



The legs of a starfish come together in the center of its body.

[Point to the center of the starfish body.]

ACT: Let's point to the center of our own body.

EXPLAIN: Let's find a place on the floor to spread out like a starfish. When we find a place to lie down on our backs, we will spread out our arms, legs, and neck like a starfish. We need to make sure our body is not touching someone else.

ACT: [Dim the lights or turn them off, if possible, as children concentrate on their breathing.]

Let's close our eyes and concentrate on our breathing. Let's take a deep breath while stretching out our arms, legs, and neck on the floor like a starfish. Let's relax our arms, legs, and necks while we breathe out.

[Invite children to take a deep breath while stretching out their arms, legs, and neck like a starfish. Encourage children to relax their arms, legs, and neck as they exhale. Continue this exercise five more times as children practice stretching and relaxing and concentrating on their breathing.]

Now let's bring our arms in to our sides and our legs together while we lie still on the floor. Let's keep our eyes closed and concentrate on our breathing; in and out, in and out.

I am going to gently place a stuffed animal on the center of your body. Keep concentrating on breathing in and out. The animal on your stomach will slowly move up and down.

[Gently place a stuffed animal or other small toy on each child's stomach. Walk slowly and talk quietly and calmly as you explain how the animal or toy on our stomach helps us concentrate on our breathing.]

Paying Attention *continued*



Self-Regulation

Notice how the animal (toy) goes up on your stomach when you breathe in, and down on your stomach when you breathe out. Let's pretend our stomach is rocking the stuffed animal or toy to sleep by breathing in and out. Let's concentrate on our breathing as we quietly rock our animal (toy) to sleep.

We may breathe slower when we concentrate on our breathing. Let's relax as we think about our animal rocking to sleep on our stomach.

[Continue this activity as long as children are appropriately engaged. Encourage them to think about rocking the animal to sleep as they breathe in and out.]

RECAP: Today we pretended to be a starfish while we concentrated on our breathing. We also pretended to rock our animals (toys) to sleep while we breathed slowly in and out, in and out. Concentrating on our breathing and body can help our mind to calm down and our body to relax.



Scaffolding Tips

Extra support ■ If children have difficulty concentrating on their breathing while lying quietly on the floor, encourage them to think how their spread-out body is like a starfish and how their body might feel different when they move they move their arms and legs back in. ■ For children who might be struggling to calm down, try putting your hand gently on their forehead as you speak in a low, calm voice. ■ It is okay if some children do not want to close their eyes. They can still do the activity effectively.

Enrichment ■ If children are easily able to concentrate on their breathing and rocking their stuffed animal, encourage them to imagine how the stuffed animal or toy might feel being rocked to sleep. Encourage children to think about each movement of the stomach and whether it makes the animal or toy feel more relaxed.



Center Activity

In a quiet area of the room, hang a sheet to be used as a sort of tent. Play quiet, peaceful music and invite children to place a stuffed animal on their stomach and practice concentrating on their breathing.



Family Child Care

Practice this activity whenever children need a chance to calm down. This may help children to allow their bodies to relax more easily.

The *Starfish Stretch* game is described in the following source: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

Creating Art



3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will select one of their own works of art to include in a classroom exhibition of art.



Key Concepts

New: Exhibition



Materials Needed

Samples of children's art (see Be Prepared)

*3 pictures as shown

*Printables Provided

Be Prepared: Assemble for each child a small collection of his/her art created in your classroom (see Science Week 47, Day 3). Choose an area in the room to be used for an art exhibition later this week. Send a note to families inviting them to explore the exhibition before or after pickup time later this week (Days 3–5).

BEGIN: We are learning so much about art! We know about different kinds of art like painting, drawing, sculpting, and collage. We also know how artists create art.

EXPLAIN: We have created art in our classroom. We have created so much art that we can put together an exhibition. An **exhibition** is a show of art or other items that people can attend.

Let's look at some pictures of art exhibitions.

[Display three pictures of art exhibitions.]

ASK: What do we see? (lots of art work, different types of art)

EXPLAIN: An exhibition can show one artist's work or the work of many different artists.

Artists carefully choose the art they want to show to others in an exhibition.

Today each of us will pick one work of art we have created. The artwork each of us picks will be shown in our classroom's art exhibition later this week.

Each of us will decide what piece of art we want to show. You may want to select the work that was the most fun to make or the artwork you like the most. Each of us will decide.

ACT: [Distribute to each child his/her collection of artwork. Encourage children to look closely at each piece and decide which one to show in the exhibition. Invite children to describe why they selected the piece they did.]

RECAP: Today we learned about art exhibitions and made decisions about pieces of art to show in our classroom's exhibition later this week. Was it easy or hard for you to pick one piece only to include in our exhibition?

[Put children's selected art pieces in a separate folder for their use tomorrow.]



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Daina Pocius/flickr/(CC BY 2.0)





Scaffolding Tips

Extra support: ■ If children have difficulty choosing a piece of artwork, remind them of some questions to ask about their work: Which piece of art do I like the best? Which piece of art was the most fun to make?

Enrichment: ■ Some children may be familiar with the word “exhibit” in relation to an art exhibit. Often an exhibit shows the work of one or several artists. The word “exhibition” usually refers to a larger display of items, such as all of the work of children in a room.



Center Activity

Provide *pictures of different kinds of art (drawings, paintings, collages, murals). Invite children to sort the pictures by kind of art.



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Rob Lee/flickr/(CC BY-ND 2.0)

EniBogdani123/wikimedia

*Printables Provided



Family Child Care

Include in the exhibition the creations of all children in your setting.

Understanding Letters



Language/
Literacy

3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will identify and say the name and sound of selected letters.



Key Concepts

Review: Letter



Materials Needed

- *Blank letter mats—1 per child
- Marker—1 per child
- *4–6 letter cards (see Be Prepared)
- 1-inch uppercase letter manipulatives
- Small cups—1 per child



Also Promotes
Physical/Health

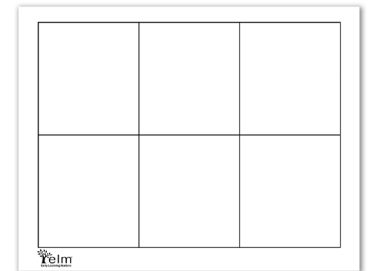
*Printables provided

Be Prepared: Use results of the Week 43 letter assessments and your knowledge of children's letter knowledge to select 4–6 letters that would be helpful for children to review. Gather letter cards and uppercase letter manipulatives for the selected letters. Be sure letters are formed in the same manner in the letter manipulatives and on the letter cards. Place one set of the letter manipulatives in a small cup for each child. Today's activity is a variation of earlier use of letter mats and letter manipulatives (Language/Literacy Week 12, Day 4).

Another option for today's activity is to reintroduce selected letters using the activity plans in which the letters were presented. See the *Sequence of Skills and Learning Goals* chart in the *ELM Curriculum User Guide: 3–5 Years* for a quick guide to when letters were initially introduced.

Provide children with blank letter mats and markers. Display letter cards, one at a time. Say the name of the letter. Invite children to say the name of the letter. Example: "This is the letter G. Let's all say its name." Say the sound that the letter makes and a word that starts with the letter. Invite children to say the sound the letter makes. Example: "The letter G makes the sound /g/, like in the word 'goat.' Let's together say the sound of the letter G: /g/."

Demonstrate how to write the letter. Invite children to write the letter in one of the boxes on their letter mat. (There will be two empty boxes if four letters are used instead of six.) Children may wish to use the letter card as a reference. Encourage children to write both the uppercase and lowercase forms of the letter.



After children have written all selected letters on their mats, give each child a cup of letter manipulatives. Invite children to match letter manipulatives and the letters they wrote on their mat. Display the letter card as a visual reminder of the letter.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will practice counting to a target number.

For Option 2



Key Concepts

Review: Last number counted



Materials Needed

- *2 tracks 1–20
- *4 sets of small numeral cards 1–5 (see Be Prepared)
- 2 car counters of different colors
- *Printables provided

Option 1: Offer the Week 11, Day 4 activity to review how to count to a target number.

Option 2: Offer a game in which children practice counting to a target number.

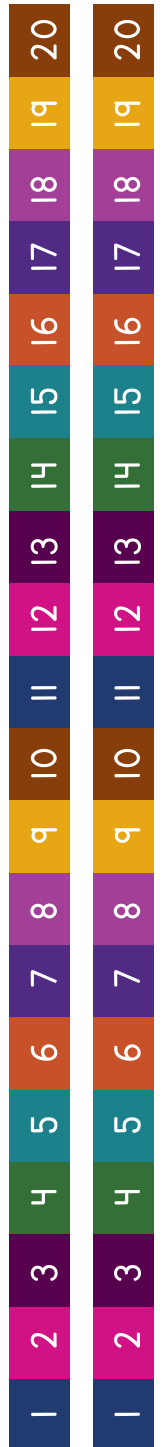
Be Prepared: Gather four cards for each of the following numerals: 1, 2, 3, 4, and 5 (total: 20 cards). Put the cards in random order in one stack.

Place the two tracks side by side, in the middle of the group of children. Show the two car counters. Place one car counter at the beginning of each track. Explain that we will work together to help the car counters reach the end of the track. Display 2–3 small numeral cards, one at a time, and lead children in naming each numeral and counting the number of dots on each card. Place the stack of randomly-organized cards face down near the starting points of the two tracks.

Demonstrate how to play by drawing a card from the top of the stack and naming the numeral. Move one car the number of spaces equal to the numeral on the card. Count aloud each space on the track as the car counter touches it. Point out that you stopped moving the car counter after you moved it the number of spaces shown on the card. Conclude your demonstration by returning the car counter you moved to the starting point for a child to use in the game.

Invite a child to draw a small numeral card and name the numeral. Encourage the child to move one of the car counters the number of spaces equal to the numeral on the card he/she drew. Invite another child to repeat the process, this time moving the other car. Continue playing the game by inviting each child, one at a time, to draw a small numeral card and move a car counter the number of spaces shown on the card. Children alternate moving the first or second car.

If all children have not had an opportunity to draw a small numeral card when one car counter reaches the end of the track, move both car counters to the starting line and start the game again.





3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will understand how to focus on facial expressions of others.



Key Concepts

Review: Silly



Materials Needed

None

Be Prepared: If time permits, offer *It's Raining, It's Pouring* from Week 48, 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 *It's Raining, It's Pouring* from Week 48, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: [Arrange children so they are sitting in a circle on the floor.]

We are learning about many different emotions. We know what it means to feel silly. Remember, we feel happy and playful when we feel silly. Let's all show our silly faces!

EXPLAIN: Today we are going to sing a song we've sung before. It's the "Silly Faces Song."

ASK: What do we do when we sing the "Silly Faces Song"?

EXPLAIN: Each of us will get a turn to make a silly face while we sing the "Silly Faces Song." We know there are many different types of silly faces we can make!

Now (adult helper) and I are going to sing the song first to remind you of what to do.

[The "Silly Faces Song" is sung to the tune of "Mary Had a Little Lamb." Sing the following song using the adult helper's name:]

" _____ make a silly face, silly face, silly face. _____ make a silly face, watch and copy her!"

ACT: [Invite children to imitate the adult helper's silly face.]

EXPLAIN: Remember, each time we sing the song, we will use the name of a different child in our circle. The child we name will make a silly face, and then the rest of us will copy the silly face. We need to make sure we are paying attention, so we know what kind of silly face to make. Remember, we need to wait patiently for our turn. If you do not wish to make a silly face when it is your turn, just say "no thank you."

Let's try it together!

ACT: [Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a silly face, encourage the other children to imitate the silly face.]

If a child chooses not to make a silly face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If children who did not initially want to make a silly face wish to do so after all other children have gone, invite them to do so.]



EXPLAIN: Now we are going to change our song a little. This time we are going to call our song the “Angry Faces Song.” When we sing the “Angry Faces Song,” we will each get a turn to make an angry face. Show us your angry face! Let’s try it!

ACT: *[Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making an angry face, encourage the other children to imitate the angry face.]*

If a child chooses not to make an angry face, that is okay. Move to the next child in the circle. Continue until you have sung each child’s name. If children who did not initially want to make an angry face wish to do so after all other children have gone, invite them to do so.]

EXPLAIN: *[If time permits:]*

Now we are going to change our song one more time. This time we are going to call our song the “Surprised Faces Song.” When we sing the “Surprised Faces Song,” we will each get a turn to make a surprised face. Show us your surprised face! Let’s try it!

ACT: *[Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a surprised face, encourage the other children to imitate the surprised face.]*

If a child chooses not to make a surprised face, that is okay. Move to the next child in the circle. Continue until you have sung each child’s name. If children who did not initially want to make a surprised face wish to do so after all other children have gone, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else’s silly, angry, and surprised face!



Scaffolding Tips

Extra support ■ If children are unsure of a silly, angry, or surprised face to make when their name is sung, give suggestions. ■ If children have difficulty waiting for their turn, remind them that we are following the order of children’s placement in the circle, and we can wait for our turn by copying other children’s silly, angry, or surprised faces. ■ If the song leads to an increase in silly behaviors, you may need to help children calm down. Example: “I see that we are all feeling a bit more silly after making silly/angry/surprised faces. Let’s take a moment to calm down before we go to our next game. Let’s take three deep breaths and pretend we are a sleepy kitten.”

Enrichment ■ Invite children to sing the “Scared Faces Song”: In the song sung today, replace the word “angry” or “surprised” with the word “scared.” Sing the song together as children take turns making a scared face as the other children imitate the face.

WEEK

49

DAY

2

Focusing & Remembering *continued*



Self-
Regulation



Center Activity

Encourage children to continue the “Angry Faces Song” or “Surprised Faces Song.” Invite children to change the song to include options other than making an angry or surprised face. Examples: doing an angry/surprised dance or moving in an angry/surprised way.



Family Child Care

Sing the “Angry Faces Song” or “Surprised Faces Song” while outside. Encourage children to mimic each other’s expressions while playing on the swings or playing with a ball.

The “Silly Faces Song” is an adaptation of the “Funny Faces Song” 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 creative processes

Skills that support creative expression

Children will understand ways artists can share information about their artwork with people who attend an art exhibition.



Key Concepts

New: Label

Review: Exhibition



Materials Needed

*4 pictures as shown

Artwork selected yesterday by children for exhibition

Note cards—1 per child

Writing tools



Also Promotes

Language/Literacy

*Printables provided

Be Prepared: Arrange for another adult to help you support children in putting information on a label that describes their artwork.

BEGIN: Beginning tomorrow we will have an exhibition of art created by children in our room! Yesterday each of us picked one piece of art we want to include in our exhibition. We are inviting families and people at our center to attend the exhibition.

EXPLAIN: People who attend the exhibition will want to know about the art we put on display. In an exhibition, usually each work of art has a label. A **label** tells people looking at the art something about the artist and the artwork.

[Point out labels in two exhibition pictures.]

Display picture of a label and point to the label as you read it.]

This is a picture of a label. This label tells us who the artist is and when the art was created. Many times the artwork has a title.

ASK: What else has titles? (books)

EXPLAIN: There is another way we often can tell who created the art. Most artists sign their name on their art.

[Display picture of signed artwork.]

Here is a picture of a painting. If we look closely at the bottom of the painting, we can see where the artist signed her name.

ASK: Why do you think artists sign their art? (so people know who created the art)

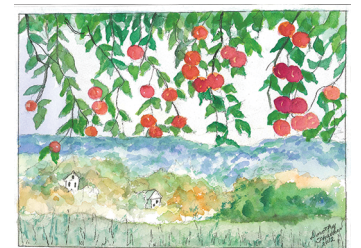
EXPLAIN: Let's each use a note card to write our name. Please write as much of your name as you can. You may want to give your artwork a title. Your title can be short, like "a tree" or "my baby brother" or "my house." (Name of other classroom adult) and I can help you put a title on your label, if you wish. We also will add the year you create your artwork.



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Fargo-Moorhead CVB/flickr/(CC BY-SA 2.0)



Creating Art *continued*



You may want to put your name on your piece of art. Usually the artist's name goes at the bottom of the artwork.

ACT: *[Distribute note cards and writing tools. Provide appropriate assistance to children in preparing a label for their art. Collect artwork and labels for hanging.]*

If time permits, show children the space where artwork will be displayed.]

RECAP: Today we learned how artists can share information about their artwork. Art that is in an exhibition often has a label that tells the name of the artist, the year the artwork was done, and sometimes the title of the artwork. We made labels for our artwork. People who attend our art exhibition can learn about our art by reading a label and looking at our work.



Scaffolding Tips

Extra support ■ For children who want to provide a title for their work but are unclear on what to say in a title, offer support by first asking what the piece is about and then suggesting several title options based on the child's response.

Enrichment ■ Explain that some children may be in the room when people attend the exhibition. Ask children what they might want to say to someone who asks them about their work.



Center Activity

Provide materials for children to continue working on their labels. Invite several volunteer children to help you hang or display the artwork.



Family Child Care

Take a walk around the neighborhood and look for art. Use a similar chart labeled Art in Our Neighborhood to record what is found.

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. (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.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will deepen their understanding that the last number counted represents the total number of items in a group (cardinality).

For Option 2



Key Concepts

Review: Last number counted



Materials Needed

Counters—up to 10 per child

*Star cards 3–10

*Printables provided

Option 1: Offer the Week 12, Day 1 activity to reinforce children's understanding that the last number counted represents the total number in a group (cardinality).

Option 2: Support children in determining whether their group of counters is equal to the number of stars displayed on a randomly-selected card.



Give each child between 3–10 counters. Vary the number of counters each child receives. Explain that a child sitting next to us may have fewer or more circles (counters) than we have.

Invite children to organize their counters in a row in front of them and then count their counters. Encourage children to remember how many counters are in their group.

Place the star cards in random order in a stack face down in the middle of the group. Pull the first card, show it to all children, and invite children to stand if the number of counters in their group is equal to the number of stars on the card. Invite children to sit again and to count together the counters in their group, pointing to each counter as they count.

Repeat this process with the remaining star cards. Invite children who have already stood to take turns pulling a card, showing it to children, and leading children with the designated number of counters in counting.

Understanding Feelings



3-5 YEARS

Large/Small Group



Skill and Goal

Emotion knowledge
Perspective-taking

Children will strengthen their understanding of how to consider another person's perspective.

For Option 2



Key Concepts

New: Graffiti
Witness

Review: Soup kitchen
Blind



Materials Needed

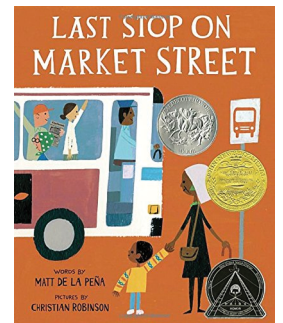
Last Stop on Market Street
by Matt De La Peña

Option 1: Offer the Week 28, Day 2 activity to review the concept of taking another person's perspective.

Option 2: Engage children in a book-focused discussion of what someone else might be thinking or feeling.

Explain that we will read a book to help us understand that we can think about what someone else might be thinking or feeling.

Display the cover of the book. Explain that our book is about a child named CJ and his grandma. They go to a soup kitchen. Remind children that a soup kitchen is a place that serves people a meal to eat.



Explain that our book has several words we may not know. **Graffiti** is words or art that have been painted on a building without permission. A **witness** is a person who notices something.

Read the book and use your own words to describe illustrations directly related to the text. At the conclusion of the book, support children in recalling and interpreting information in the book by displaying pertinent pictures in the book and asking questions, such as the following:

- When Nana and CJ got on the bus, Nana made sure that CJ gave a big smile and said “good afternoon” to all of the passengers on the bus. Why do you think Nana wanted CJ to smile and say “good afternoon” to everyone on the bus?
- Someone on the bus played a guitar. CJ, his Nana, and a spotted dog on the bus closed their eyes to listen to the music. Who else on the bus listened to the music with his ears only? (the man who cannot see; he got on the bus with his spotted dog)
- What did CJ think about the area on Market Street where he and Nana got off the bus? (it was dirty)
- At the beginning of our story, CJ did not want to go to the soup kitchen. But at the end of our story, CJ was glad he went to the soup kitchen. Why did CJ change how he felt about going to the soup kitchen?

Creating Art



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will understand that book illustrations can represent different types of art.



Key Concepts

New: Photograph

Review: Drawing



Materials Needed

Classroom books (see Be Prepared)

Be Prepared: Choose 3–4 books to show different types of art as illustrations. Examples: Maurice Sendak (drawings), Don and Audrey Wood (paintings), Tana Hoban (photographs), Eric Carle (collage).

BEGIN: Some different types of art are included in our classroom's art exhibit. Today we are going to talk about the different kinds of art that authors and illustrators include in their books.

EXPLAIN: We know that an author and an illustrator can use creative ways to write and illustrate their books.

A book may include drawings or pictures of paintings or photographs. A **photograph** is a picture made with a camera. Several weeks ago we looked at collages in books written and illustrated by Eric Carle.

Let's look at some art in books we have in our classroom.

[Display books.]

We can see the illustrations on the front cover of each of these books. Each illustration is different.

ACT: [Display books, one at a time. Help children identify illustrations as a certain kind of art. Examples: Display Tana Hoban's illustrations. "These illustrations were taken with a camera. What kind of art are they?" (photographs) "Maurice Sendak uses pencils to make his illustrations. What kind of art are they?" (drawings)]

RECAP: Today we learned that the illustrations in a book can be different kinds of art.



Scaffolding Tips

Extra support: ■ Compare two distinct types of illustrations. Example: compare photographs with collage illustrations. Encourage children to point out differences.

Enrichment: ■ Invite children to identify the kind of art in an illustration of a classroom book of their choice. ■ In the discussion of drawings, remind children that several weeks ago we looked closely at drawings in the book about Pinduli, written and illustrated by Janell Cannon. We also looked at drawings in *Stellaluna*, another book written and illustrated by Ms. Cannon.

WEEK

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DAY

3

Creating Art *continued*



Center Activity

Provide the books featured in today's group activity so children can look at illustrations not shown or discussed during the session. Encourage children to compare different types of art as illustrated in two or more books. Ask children what an illustration created with one type of art might look like using a different type of art. Example: How would an image shown in a drawing look as a painting?



Family Child Care

Encourage children to stand next to their artwork when a family attends the exhibition. The family may wish to talk with a child about his/her work or to offer a compliment. Remind children of how we can respond to a compliment about something we have done (Social-Emotional Week 9).

WEEK

49

DAY

4

Understanding Letters



Language/
Literacy

3-5 YEARS

Small Group



Skill and Goal

Letter knowledge

Children will use finger paint to write their first name.



Key Concepts

Review: Letter



Materials Needed

Finger paints
Children's name cards
Paper or resealable,
gallon-size plastic bags
—1 per child
Smocks



Also Promotes

Creative Expression

Physical/Health

Provide each child with one piece of paper and access to shared finger paints for writing his/her first name. Also provide each child with his/her name card. Invite children to write their first name or as many letters in their first name as they can. Some children may wish to write their last name, too. Display children's work after it dries.

Another activity option for today is to encourage children to trace their first name on finger paint that you place (in advance of the activity) in clear resealable gallon-size plastic bags. There needs to be enough finger paint in a bag so that all the letters of a child's name can be written. Squeeze the extra air out of the bag before sealing it. Demonstrate how to trace your name on a bag. After children write their first name, they can slide their hand back and forth over the bag to erase their name and then write their names again.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will form groups equal to a given quantity.

For Option 2



Key Concepts

Review: Last number counted



Materials Needed

*Small numeral cards 1–12

Counters—15 per child

*Printables provided

Option 1: Offer the Week 12, Day 3 activity to review forming a group of a given quantity.

Option 2: Engage children in forming a group of items equal to a randomly-selected quantity.

Arrange children in a circle. Display the small numeral cards one at a time in random order. For each card, invite children to say the number and count aloud the dots.

Give each child 15 counters. Encourage children to count their counters to make sure they received 15. Place small numeral cards in random order face down. Select the top card from the stack of small numeral cards. Display the selected card and say its number. Invite children to make a group of their counters that is equal to the numeral shown on the card. Encourage children to count their group of counters aloud together. Remind children that the last number counted is the total number of items in a group. Then ask children to return their group of counters to their larger collection of 15 counters. Set aside the card you pulled.

Pass the stack of numeral cards (still face down) to the child sitting next to you and invite the child to select the top card, show it to all children, and say its number. Invite children to make a group of counters equal to the numeral on the card. Encourage children to count their group of counters aloud together. Then ask children to return their group of counters to their larger collection of 15 counters. Ask the child who pulled the card to return the card to you.

Repeat the process described above until all children have an opportunity to pull and display a card, and say its number.

Understanding Feelings



3-5 YEARS

Large/Small Group



Skill and Goal

Emotion knowledge

Perspective-taking

Children will practice considering another person's perspective.

For Option 2



Key Concepts

Review: Cooperate



Materials Needed

None

Option 1: Offer the Week 28, Day 3 activity to review how to consider another person's perspective.

Option 2: Engage children in a discussion of how a child might respond to a situation, including possibilities for cooperating with another child.

Open the session by reminding children that we can get along better with people when we think about how someone else might be feeling or thinking. Explain that today we will talk about some situations involving two children. We will talk about what a child might be thinking or feeling.

Describe each of the following situations (or as many situations as time permits). Repeat your description of a situation if children seem unclear about what happened. Provide time for children to think about the questions you ask about a situation. Restate a question if children seem unclear about what you are asking.

Situation #1: Kenneth and Christian worked together to build a house. The house was almost done. Kenneth said "I think I want it to be a fire station." Christian shook his head and said "No."

What do you think Kenneth thought when Christian said he did not want the house to be a fire station? What do you think the boys could do so they can continue to work together?

Situation #2: Chantel and Desiree are painting a picture together on a large piece of paper. They talk about the colors they want to use. Desiree accidentally knocks over the bowl of water. It spills on the paper. Chantel says "Oh no!"

What do you think Desiree thought when Chantel said "Oh no!"? What might the children do they can continue to paint a picture together?

Situation #3: Diego is making a castle in the sandbox during outside time. Camila kicks a ball and it knocks into Diego's sand castle. Diego folds his arms across his chest and looks frustrated.

What do you think Camila thought when her ball hit Diego's sand castle and she saw Diego look frustrated? What should Camila do? What should Diego do?



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills by moving under, over, and around obstacles.

For Option 2



Key Concepts

Review: Around



Materials Needed

Small table

6 wooden blocks

5 small traffic cones

Tape



Also Promotes

Self-Regulation

Option 1: Offer the Week 29, Day 4 activity to practice moving different ways around obstacles.

Option 2: Engage children in going around obstacles, over an obstacle, and under an obstacle.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited. Use a piece of tape to designate a starting point. Place the table (or an item children can go under) about four feet from the starting point. Within close proximity to the table, place the traffic cones in a line that provides about two feet between each cone. Place two stacks of three wooden blocks near the end of the line of cones. Secure the assistance of another adult for the activity.

Explain that in today's activity we can go under a table, around some cones, and over a small stack of blocks. Describe and demonstrate how to move around, under, or over each obstacle. Include the following information:

- Traffic cones: remind children that we go around something to avoid bumping into it.
- Table: remind children we need to bend down, or maybe crawl, to go under the table. Invite a volunteer child to demonstrate.
- Stack of blocks: explain that we can step over each of the two stacks of blocks. You may wish to suggest that experienced jumpers might jump over one or both of the stacks.

Invite children to participate one at a time, using a management system that indicates where children should wait before and after their turn. Some children may prefer to watch rather than engage with some or all of the obstacles.

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 define 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

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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

Number knowledge

Children will form groups equal to a given quantity, including a quantity that is one more.

For Option 2



Key Concepts

Review: One more



Materials Needed

*Small numeral cards 1–12

Counters—15 per child

*Printables provided

Option 1: Offer the Week 12, Day 2 activity to review forming a group of a given quantity.

Option 2: Engage children in forming a group of items equal to one more than a randomly-selected quantity.

The Option 2 activity is a variant of the Option 2 activity offered on Day 4. In today's activity, children form a group of counters that is one more than the quantity shown on a randomly-selected card.

Arrange children in a circle. Display the small numeral cards one at a time in random order. For each card, invite children to say the number and count aloud the dots.

Give each child 15 counters (circles). Encourage children to count their counters to make sure they received 15. Place the small numeral cards in random order face down. Select the top card from the stack of small numeral cards. Display the selected card to all children and say its number. Invite children to make a group of their counters that is one more than the numeral shown on the card. If appropriate, lead children in counting the dots on the displayed card and add one more to the quantity. Encourage children to count their group of counters aloud together. Then ask children to return their group of counters to their larger collection of 15 counters. Set aside the card you pulled.

Pass the stack of numeral cards (still face down) to the child sitting next to you and invite the child to select the top card, show it to all children, and say its number. Invite children to make a group of counters that is one more than the numeral on the card. Encourage children to count their group of counters aloud together. Then ask children to return their group of counters to their larger collection of 15 counters. Ask the child who pulled the card to return the card to you.

Repeat the process described above until all children have an opportunity to pull and display a card, and say its number.

Understanding Feelings



3-5 YEARS

Small Group



Skill and Goal

Emotion knowledge

Perspective-taking

Children will strengthen their understanding of the concept of empathy.

For Option 2



Key Concepts

Review: Empathy



Materials Needed

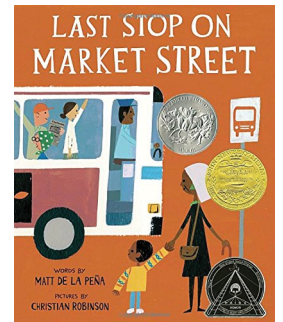
Last Stop on Market Street
by Matt De La Peña

Option 1: Offer the Week 29, Day 2 activity to review the concept of empathy.

Option 2: Engage children in identifying and discussing times when the main characters of a book feel empathy.

Open the session by reminding children that we have empathy when we understand how someone else is feeling. We are learning how to understand how someone else might be feeling or thinking.

Display the book cover and remind children we listened to and talked about this story earlier in the week. Remind children that when we read the book earlier this week, we paid attention to how the boy in the story (CJ) was thinking and feeling.



Explain that we will read the book again. Today we will pay special attention to when CJ and Nana understood how someone else was feeling (they felt empathy toward someone else).

Read the book. At the conclusion of the book, engage children in a discussion of book situations where it appears CJ or Nancy understood how someone else was feeling. Select situations you anticipate children in your group will readily understand regarding empathy.

Below are some situations you might to discuss:

- CJ “spotted their familiar faces in the window” and said “I’m glad we came.” He thought his nana might laugh her deep laugh, but she didn’t. She patted him on the head and told him, “Me too, CJ. Now, come on.” What was CJ thinking or feeling when he saw familiar faces in the window? Why?
- Display and reread for children the two pages that picture the spotted dog, the woman holding butterflies, Nana touching the hand of the man who is blind, and CJ by the umbrella. The text starts with “A man climbed aboard with a spotted dog” and ends with “Nana squeezed the man’s hand and laughed her deep laugh.” What was Nana feeling or thinking about the man whose hand she squeezed? Why?
- Display and reread the pages about music, starting with “Two older boys got on next” and ending with “CJ’s chest grew full and he was lost in the sound and the sound gave him the feeling of music.” What was CJ thinking or feeling?

WEEK

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DAY

5

Understanding Feelings *continued*



You may wish to add further challenge to the discussion by asking children what they think people at the soup kitchen felt or thought about CJ and Nana coming to the soup kitchen. Who at the soup kitchen seemed to understand how CJ or Nana felt?

Moving Our Bodies



3-5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills for galloping and skipping.

For Option 2



Key Concepts

Review: Skip
Gallop



Materials Needed

Tape
2 small tables
4 small toys

Option 1: Offer the Week 30, Day 4 activity to provide practice in skipping.

Option 2: Engage children in a game that provides guided practice in skipping and galloping. This is a modified version of an activity offered in Week 6, Day 5.

Be Prepared: Consider offering this activity outdoors, weather permitting, if indoor space is limited. Place two pieces of tape on the floor or ground near each other to designate two starting points. Place a small table about 20 feet away from each of the starting points. Place two toys on each table. Secure the assistance of another adult for the activity.

Explain that today we will play a game that involves skipping and galloping. The game helps us practice how to skip and gallop while having some fun. We are not competing in this game. Offer reminders of how to skip (Week 30) and how to gallop (Week 6) as summarized below.

- Gallop: We take a large step forward with one foot and leg. We then bring our other foot and leg forward. We start the next gallop with the same foot and leg. Invite a volunteer child to demonstrate.
- Skip: We hop and land on one foot, and then we hop and land on our other foot. We move our body forward when we skip. Invite a volunteer child to demonstrate.

Explain how our game works:

- We wait behind the starting line for our turn. We participate one at a time.
- When it is our turn, we skip to the table and pick up one of the toys.
- We gallop back to the starting line with the toy in our hand. We give the toy to the child who is waiting at the starting line. We sit down (in an area you designate) to watch other children play the game.
- The child skips with the toy to the table, puts the toy on the table, and picks up the other toy.
- The child gallops back to the starting line with the toy and gives the toy to the child who is waiting at the starting line.
- We continue until all children have an opportunity to participate.

You may wish to invite a volunteer child to demonstrate skipping to the table, picking up a toy, and galloping back to the starting line with the toy in hand.

WEEK

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DAY

5

Moving Our Bodies



Organize children into two groups (one for each starting point) and clearly indicate where children are to stand while waiting for a turn and where to sit after taking a turn. Remind children of pertinent safety rules.