



## 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 (Days 2, 4)



## Mathematics

### Counting Things

- Reviewing and practicing how to count and make groups of different numbers of items (Days 1–5)



## Self- Regulation

### Paying Attention

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

### Focusing & Remembering

- Following requests by watching and taking turns
  - *Mirror, Mirror* game (Day 2)



## Social- Emotional

### Getting Along with Others

- Reviewing some common classroom problems (Day 3)
- Reviewing different solutions to some common classroom problems (Days 4, 5)



## Science

### Exploring Living Things

- Characteristics of dinosaurs (Day 1)
- How scientists learn about dinosaurs (Days 2, 5)
- Tools scientists use to dig and care for dinosaur fossils (Day 3)
- Making pretend dinosaur fossils (Days 4, 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. Examples:

- *Feast for 10*: Draw attention to the illustration of the pickle jar. The book says, "Seven dill pickles stuffed in a jar." Point out how there is not much space between each pickle; there is not room for anything else. Explain that the word stuffed means something is so full there is no room for anything else.
- *Miss Tizzy*: Draw attention to how Miss Tizzy's house is different from others in the book. It is pink and the houses around it are white. Also, point out how Miss Tizzy asked children to make pictures for people who in the neighborhood who cannot easily leave their houses (shut-ins). Ask children how neighbors who cannot easily leave their houses (shut-ins) might respond to getting a picture made by a child.
- *Mama Do You Love Me?*: Pause on (or return to) the page where the little girl asks, "How long?" The mother answers this question by saying she will love the little girl "until...the stars turn to fish in the sky and the puffin howls at the moon." Words such as puffin may not be familiar to children. Define and/or point to a picture. Help children understand that the mother is saying she will love the little girl forever. The events described by the mother, such as stars turning to fish in the sky, will not happen.

# Understanding Words *continued*



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. Examples:

- *Mama, Do You Love Me?*: The book uses the word forever. Remind children that forever means for a very long time. The mother says she will love the girl forever. Ask “What does this mean?” Help children understand that this means the mother will love the girl for a very long time.
- *Feast for 10*: The family loads the car. Remind children that “load” means to put an amount of items in, or on, something. The family puts the groceries in the car. The family loads the car with groceries.
- *Miss Tizzy*: The children and Miss Tizzy deliver pictures to others in the neighborhood. Remind children that deliver means to take something to a person or place. Ask children what they have delivered before. Another option to ask is if something has been delivered to them.

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 in 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. Example: “Our book was about Miss Tizzy and children in her neighborhood. Miss Tizzy helped the children do many fun activities. Miss Tizzy got sick. At the end of the book, the children are doing things for Miss Tizzy that she did with them before she got sick.”

## 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 make groups of counters using one-to-one counting.

## For Option 2



## Key Concepts

**Review:** Count  
Equal



## Materials Needed

5 plastic cups  
22 counting bears  
Counters—7 per child

**Option 1:** Offer the Week 7, Day 1 activity to review one-to-one counting.

**Option 2:** Engage children in making groups of counters that are equal to various amounts of bears in plastic cups.

**Be Prepared:** Place one counting bear in one cup, three counting bears in another cup, five counting bears in a third cup, six counting bears in a fourth cup, and seven counting bears in a fifth cup.

Shake a plastic cup and wonder aloud what is in the cup. Peer inside the cup and identify how many counting bears you see. Dump the bears onto the table or floor and point to each bear as you lead children in together counting the bears. Return the bears to the plastic cup.

Shake the four other plastic cups and wonder aloud how many bears are in each. Explain that we are going to count the bears in each cup. Then we will make a group of counters that is equal to the group of bears in the cup. Give each child seven non-matching counters.

Choose one of the five cups of bears. Empty the cup. Lead children in counting aloud the bears, making sure to touch each bear as it is counted. Invite children to make a group of counters equal to the group of bears. Encourage children to count one counter at a time as they make a group equal to the number of bears. Return the bears to the cup.

Continue the process described above until all cups have been counted. The plastic cups of bears can be reused if children remain interested in making groups equal to the bears in the cup.



**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:** Concentrate  
Yoga  
Pose



#### Materials Needed

Squeeze balls—1 per child  
*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.

**ASK:** What does it mean to concentrate? (to pay close attention to something)

**EXPLAIN:** Today each of us will use a squeeze ball again to concentrate on our breathing and body. We will pretend the ball is an orange in our hand.

**ACT:** [*Give each child a squeeze ball.*]

*Spread out children so each child has personal space. Ask children to sit and place their squeeze ball between their legs. When all children are arranged, turn out the lights in the classroom.]*

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 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 into 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.

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 into your stomach.

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



Now we are going to focus on our hands and arms. Pick up your squeeze ball and hold it in your hand. Let's pretend the squeeze ball is an orange. Pretend you are going to squeeze the orange to make orange juice. Tighten your fist as much as possible. Pretend you are squeezing the orange as hard as you can. Okay, there's no more juice left in the orange. Relax your hands and place your squeeze ball between your legs.

Wow! Here comes a beautiful butterfly. He's coming over to you. He's flying around your head. Oh! He landed 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.

Squeeze your face up and move your nose around. Wrinkle your face up really hard. Now, relax. Our imaginary butterfly flew away. Feel the muscles in your face relax.

Now just relax and focus on how your body feels. Your face was tight but now it's relaxed. Your fists were tight but now your hands feel open and free. Your stomach is now relaxed. Your whole body feels relaxed.

Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud—so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we feel our stomachs go in and out.

*[Gather children's squeeze balls and place them to the side.]*

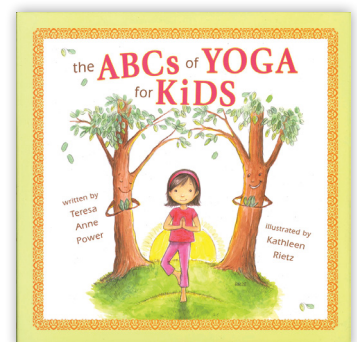
**EXPLAIN:** Let's use some of our quiet time to practice some yoga. Remember, when people do yoga, they concentrate on their breathing while stretching their bodies into different poses.

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 35, 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*



# Paying Attention *continued*



picture. Example: “This is called the tree pose. How does the child’s body look like a tree?”

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; and Week 35, 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.

The deep breathing component of this activity is described in and used with permission from the following source: Saltzman, W., Lester, P., Pynoos, R., Mogil, C., Green, S., Layne, C., & Beardslee, W. (2009). *FOCUS for military families: Individual family resiliency training manual*, 2nd edition (pp. 131). Los Angeles, CA: UCLA Semel Institute for Neuroscience and Human Behavior.

# Exploring Living Things



Science

## 3-5 YEARS

### Large/Small Group



#### Skill and Goal

##### Knowledge of living things

Children will understand basic characteristics of dinosaurs, including what they might have looked like and how they might have moved.



#### Key Concepts

**New:** Extinct

**Review:** Dinosaurs  
Glide



#### Materials Needed

Toy figures of dinosaurs

\*2 pictures as shown

\*Printables provided

**BEGIN:** [*Display several toy figures of dinosaurs.*]

Today we will begin to learn about dinosaurs.  
Jump three times if you like dinosaurs.

[*Invite children to sit down after jumping.*]

**ASK:** What do we know about dinosaurs?

[*Follow-up prompts, if needed: "What do dinosaurs look like?" "What are the names of some dinosaurs?"*]

**EXPLAIN:** We know that dinosaurs were animals that lived on land a very long time ago. Dinosaurs lived way before your grandma and grandpa's grandma and grandpa were born.

Dinosaurs are not alive today. We cannot look out a window or go somewhere to see a living dinosaur. Dinosaurs are extinct. The word **extinct** means a group of animals or plants are now no longer living. No other animals like dinosaurs are now alive. This is why we say that they are extinct.

There were hundreds of different kinds of dinosaurs. Some dinosaurs were small. Some dinosaurs were very large and long.

Dinosaurs hatched from eggs and looked like their parents when they were born. Chickens and penguins are some other types of animals that hatch from eggs and look like their parents when they are born.

Let's talk about some more things that were special about dinosaurs.

**ACT:** [*Invite children to look at each other and say, "AHHH."*]

What did you notice about your friend's mouth when your friend said, "AHHH"? (a tongue, teeth)

**EXPLAIN:** We have teeth. Dinosaurs had teeth in their mouths, too. Dinosaurs used their teeth to chew food in their mouths, just like we do.

Some dinosaurs ate meat and some dinosaurs ate plants. Some dinosaurs ate both meat and plants.

**ACT:** [*Invite children or several volunteer children to walk around the room with you. Then encourage children to sit again.*]

**ASK:** How did we just move? (walked)

**EXPLAIN:** Dinosaurs walked, too! Sometimes they ran. Many dinosaurs walked on two legs. Some dinosaurs used their four legs to walk or run. Some dinosaurs had wings and could glide through the air.



# Exploring Living Things *continued*



Skin covers the bodies of all animals. Skin helps protect the inside of a body from germs and dirt.

*[Display picture of a duck-billed hadrosaur.]*

This is a picture of a duck-billed hadrosaur. Let's look at the skin that covers the body of this dinosaur.

**ASK:** Let's think about living things that fly. What covers their body? (feathers)

*[Display picture of a Microraptor dinosaur.]*

**EXPLAIN:** This is a picture of a different kind of dinosaur. The name of this dinosaur is Microraptor. This dinosaur has wings.

**ASK:** What do we see on this dinosaur's body? (feathers)

**EXPLAIN:** The bodies of some dinosaurs were covered with feathers. The feathers helped a dinosaur to keep warm.

Scientists think the Microraptor dinosaur could glide through the air. Remember, when we glide, we move slowly and smoothly. Animals that fly can use their wings to glide through the air.

*[Hold out your arms and hands to pretend you are gliding through air. Do not flap your "wings."]*

Scientists believe that some smaller dinosaurs could glide or fly. Most dinosaurs got around by walking or running.

Some dinosaurs had feathers but did not fly. Remember, the feathers helped a dinosaur to keep warm.

**RECAP:** Today we learned that dinosaurs were animals that lived on land a very long time ago. We learned that dinosaurs are extinct. This means that dinosaurs aren't alive anymore. We learned that dinosaurs had a mouth and teeth that they used to eat meat or plants. Dinosaurs moved by walking and running. Some dinosaurs walked or ran on two legs and other dinosaurs walked or ran on four legs. Some dinosaurs had wings and could glide through the air. Dinosaurs were covered with skin, and some dinosaurs also had feathers.



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Marcia O'Connor/flickr/(CC BY-NC 2.0)



### Scaffolding Tips

**Extra support** ■ To demonstrate how some dinosaurs walked on two legs, and some walked on four legs, invite children to walk on their legs and then do a bear crawl on their hands and feet.

**Enrichment** ■ Encourage children to look at pictures of dinosaurs and describe other characteristics they see. Invite children to describe how the dinosaurs are the same or different. ■ In the discussion of dinosaurs using two or four legs to get around, explain that dinosaurs that used their four legs put most of their weight on their back legs.



### Center Activity

Provide dinosaur toys and play materials that would represent meat and plants. Possible materials include pretend trees from the block area and vegetables and meat from the housekeeping area. Encourage children to pretend the dinosaurs are eating food items you provide and are moving around on two or four legs.



### Family Child Care

Younger children in your setting may wish to hold or play with toy dinosaur figures. Younger children may want to move their toy dinosaurs fast or slow. Describe their play in ways that reinforce information about dinosaurs introduced to preschool-age children. Examples: "Your dinosaur is moving fast. Some dinosaurs ran fast on two legs." "I see your dinosaur is moving slowly. Some dinosaurs walked slowly on four legs." Infants may want to sit near children playing with toy dinosaurs and hold a plastic dinosaur or a stuffed animal. School-age children may wish to share more facts about their favorite dinosaurs.

This activity is informed by the following sources:

Paul, G. S. (2016). *Princeton Field Guide to Dinosaurs*. New Jersey: Princeton University Press

The Children's Museum of Indianapolis (2004). Dinosphere A K – 2 unit of study. Retrieved from [https://www.childrensmuseum.org/sites/default/files/Documents/Educators/K-2\\_Dinosphere\\_UOS.pdf](https://www.childrensmuseum.org/sites/default/files/Documents/Educators/K-2_Dinosphere_UOS.pdf)

Personal communication with Dr. Frederic Janzen, Professor Ecology/Evolution & Organismal Biol-AGLS at Iowa State University

Personal communication with Eric Gangloff, Graduate Student in Ecology, Evolution and Organismal Biology at Iowa State University



## 3-5 YEARS

## Small Group



## Skill and Goal

## Letter knowledge

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



## Key Concepts

**Review:** Letter



## Materials Needed

Beach ball with selected letters (see Be Prepared)

**Be Prepared:** Select five letters that would be helpful for children to review. Use results of the Week 43 letter assessments and your understanding of children's letter knowledge to inform your letter selections. On a beach ball, write the selected letters (uppercase and lowercase) in random order, spaced equally around the ball.

If you anticipate the activity described below may be too challenging for children, offer activity plans that introduce several of the letters you selected. See the *Sequence of Skills and Learning Goals* chart in the *ELM Curriculum User Guide: 3-5 Years* for a quick reference to when specific letters were introduced.

Gather children in a circle. Display the beach ball with letters written on it. Display each letter, one at a time. Review how uppercase and lowercase letters are written, the letter's name, the letter's sound, and a word that begins with the letter.

Explain that you will roll the ball to each child. The child who catches or picks up the ball is invited to look at the letter that is nearest to one of his/her hands and:

- say the name of the letter,
- say the sound the letter makes,
- say a word that starts with the letter, and
- show the letter to other children in the circle and encourage children to write the uppercase letter with their hand in the air.



You may wish to invite a volunteer child to demonstrate the process. Continue the activity until each child has a turn to hold the ball and describe a letter.

## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Number knowledge

Children will strengthen their understanding of one-to-one counting.

## For Option 2



## Key Concepts

**Review:** Count



## Materials Needed

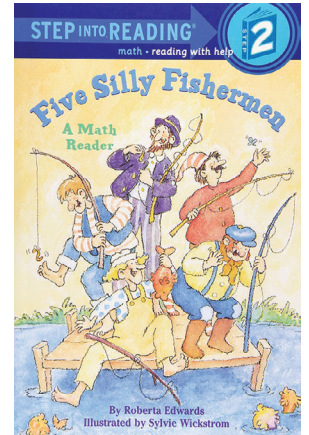
*Five Silly Fishermen* by Roberta Edwards

Counters—4 per child

**Option 1:** Offer the Week 7, Day 3 activity to review counting items.

**Option 2:** Engage children in a book-focused discussion of a simple counting error.

Introduce *Five Silly Fishermen*. Touch each fisherman on the cover as you lead children in counting aloud the number of fishermen. Read the book, pausing at the point the little girl enters the story. Invite children to suggest why the fishermen were counting only four fishermen when they counted each other. Read the rest of the book to verify children's responses. At the conclusion of the book, remind children that each fisherman forgot to count himself when he counted.



Provide each child with four counters. Invite children to make a group of counters that is equal to the number of fishermen in the book. Wait for children to recognize that you have not provided a sufficient number of counters (each child needs one more counter). Talk about your error. To confirm children's claim (they are short one counter), open the book to the first page and read "One fine day, five fishermen went fishing. One, two, three, four, five!" Providing four counters is similar to the fishermen in the book thinking (incorrectly) that there were four fishermen.

WEEK

46

DAY

2

# Focusing & Remembering



3-5 YEARS

Large Group



## Skill and Goal

### Executive function

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



## Key Concepts

**Review:** Pretend



## Materials Needed

Craft sticks—1 per pair of children

**Be Prepared:** If time permits, offer the “Silly Faces Song” from Week 45, Day 2 as a second activity. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer the “Silly Faces Song” from Week 45, Day 2. The game for today may be less challenging when offered again at a later point.

**BEGIN:** Today we are going to play a game we’ve played before called *Mirror, Mirror*. During this game, we will pretend we are looking in a mirror. Remember, when we pretend, we make believe we are a different person, or we make believe a toy we are playing with is something different. We will pretend this craft stick is a mirror.

**ACT:** I will go first to remind you how the game works.

*[Stand face to face with another adult.]*

When I hold up my craft stick and look at (adult helper), I am going to pretend I am looking in a mirror. When I pretend to look in the mirror, I will pretend (adult helper) is what I see when I look in the mirror. Whenever I do something, (adult helper) will copy me by doing the same thing!

*[Demonstrate by making silly faces or moving your body. Each time you move, the other adult is to move in the same way.]*

**EXPLAIN:** Now we are all going to play. We will each have a partner for this game. As we play the game with our partner, we will take turns holding the craft stick and pretending to look in the mirror. After the person who is pretending to look in the mirror does several things, we will switch and the other person will hold the craft stick and pretend to look in the mirror.

**ACT:** *[Observe as children play Mirror, Mirror. Encourage children to copy the other person’s movements as they pretend to look in the mirror. Invite children to switch roles after a few minutes.]*

**RECAP:** Today we pretended to look in a mirror during the *Mirror, Mirror* game. What would happen if we didn’t pay close attention to our partner? (we wouldn’t know what to do)

WEEK

46

DAY

2

# Focusing & Remembering *continued*



Self-  
Regulation



## Scaffolding Tips

**Extra support** ■ Omit the use of a craft stick if it becomes confusing to children.

**Enrichment** ■ Invite children to pretend to look in the mirror as the rest of the class mimics their actions.



## Center Activity

Encourage children to take turns playing *Mirror, Mirror*. Provide a craft stick as a prop.



## Family Child Care

Play *Mirror, Mirror* while outside. Encourage children to mimic each other while playing on the swings or playing with a ball.

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



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Inquiry Skills

## Knowledge of earth and space

Children will understand how scientists learn about dinosaurs. Children also will begin to understand fossils.



## Key Concepts

**New:** Fossils  
Footprint  
Badland

**Review:** Bones  
Skeleton



## Materials Needed

- \*6 pictures as shown
- Dinosaur bones (plastic)—1 per child
- \*Printables provided

**Be Prepared:** Hide several plastic bones around your room. Leave a little bit of the bone unhidden.

**BEGIN:** Today we are going to talk about how scientists learn about dinosaurs.

- ASK:**
- Can scientists go to a zoo to see dinosaurs? (no)
  - Why? (dinosaurs are no longer living, they are extinct)

**EXPLAIN:** Scientists who study dinosaurs look for clues about dinosaurs. The more clues scientists find, the more they can learn about dinosaurs.

Scientists look for fossils to learn about dinosaurs. **Fossils** are the remains of an animal, like bones or teeth. Fossils are hidden in rocks or under dirt in places where dinosaurs used to live.

To be fossils, animal remains must be left behind for many, many years. Fossils are many years old. We know that bones are the hard pieces inside a body that make up a skeleton. Remember, when all the bones are put together it makes a skeleton. A skeleton gives a body its shape.

**ASK:** Where are some bones in our bodies? (arm, leg)

**EXPLAIN:** [Display picture of dinosaur head bones.]

This is a picture of bones in a dinosaur's head. The picture shows the dinosaur's teeth and a hole for one of the dinosaur's eyes.



[Display picture of dinosaur head next to picture of dinosaur head bones.]

This is a picture of what the dinosaur's head may have looked like.

[Help children compare the location of bones and teeth in the two pictures.]



Scientists sometimes find nests of dinosaur eggs. These nests and eggs are fossils. Remember, a dinosaur hatches from an egg.

Marks on a rock or in the soil are another kind of dinosaur fossil. The feet of an animal can leave marks in the soil. We call this a **footprint**.

**ASK:** Have you ever walked in sand or dirt and left a mark where you stepped?

# Exploring Living Things *continued*



**EXPLAIN:** Sometimes the footprint of a dinosaur gets hard and stays for a very long time. Then after many years, the footprint may become a fossil.

Scientists have found places where there are many dinosaur footprints along a path.

*[Display and describe picture of dinosaur footprint fossil.]*

Scientists have also found the marks of dinosaur feathers in rocks or in hard soil.

*[Display and describe picture of dinosaur feather fossils.]*

**ASK:** *[Display picture of farmland.]*

This is a picture of a farm. Do you think people could find dinosaur fossils in land like this?

**EXPLAIN:** Sometimes dinosaur bones and other types of fossils are found on people's farms. A farmer might find part of a dinosaur while plowing or digging in a farm field.

Dinosaur fossils can be found in different types of places. A place called the badlands can be a good area for finding dinosaur fossils. A **badland** is a dry area with steep rocks. The word "badland" does not mean that the area is bad. Dinosaur bones and other fossils are usually buried under rocks in a badland.

*[Display and describe picture of a badland.]*

Bones and other dinosaur fossils are usually broken. Dinosaurs died a long, long time ago. Lots of dirt can pile on top of fossils that causes them to break. Rocks may fall on fossils. Some fossils are in water that moves around and causes things to break when they bump into hard things like rocks.

Fossils from the same dinosaur usually are not found in the same area. Bones from the same dinosaur may be found in different places. Later this week we will learn how scientists put together different bones to figure out what a dinosaur looked like.

**ACT:** Let's pretend we are scientists looking for dinosaur bones. We are going to hunt for pretend dinosaur bones in our room. We do not have any real dinosaur bones in our room.

We know that dinosaur bones and other fossils are usually buried in dirt or under rocks. The pretend bones in our room are hidden.



Oregon State University/flickr/(CC BY-SA 2.0)



NIUDADDY/flickr/(CC BY-SA 2.0)



Karalan/flickr/(CC BY 2.0)





*[Form small groups of children to find a bone if you do not have a bone for each child to find. You may wish for individual or small groups of children to take turns finding a bone. Children who are waiting could provide clues to children who are searching for a bone. Encourage children to sit after completing their search.]*

**RECAP:** Scientists who study dinosaurs are like clue hunters. They look for dinosaur bones, teeth, and other types of fossils that will help them learn about dinosaurs. Some fossils are the marks of a dinosaur, like a footprint.



### Scaffolding Tips

**Extra support** ■ Leave a bone completely unhidden if you anticipate children may have difficulty finding a partially hidden item. ■ Help children locate a bone by telling them if they are getting closer or further from a bone.

**Enrichment** ■ Explain there is a famous badland in the United States. People come from all over the world to visit the Badlands National Park in South Dakota. ■ If time permits, you may wish to invite some children to hide the plastic bones for other children to find. Switching the “hider” and “looker” roles will be important. ■ You may wish to share with children that a person who studies dinosaur bones and fossils is called a paleontologist.



### Center Activity

Provide plastic bones, paper, writing utensils, and toy dinosaurs in the block area. Encourage children to arrange the blocks to be part of a pretend area where scientists look for bones and other fossils. Encourage children to draw maps of where fossils were found.



### Family Child Care

Pair an older child with a younger child to hunt for a plastic bone. Younger children and preschoolers may want to do this activity more than once. Encourage school-age children to hide the plastic bones for younger children to find. Remind school-age children to hide the plastic bones in ways that younger children can find the bones. Encourage infants to crawl to find a favorite toy.

The activity is informed by the following sources:

The Children's Museum of Indianapolis (2004). Dinosphere A K – 2 unit of study. Retrieved from [https://www.childrensmuseum.org/sites/default/files/Documents/Educators/K-2\\_Dinoshpere\\_UOS.pdf](https://www.childrensmuseum.org/sites/default/files/Documents/Educators/K-2_Dinoshpere_UOS.pdf)

Brill, M. (2014, November 28). How to find dinosaur bones. [Video File]. Retrieved from <https://www.youtube.com/watch?v=bhFOYscqGVg>

# 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 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. Examples:

- *Miss Tizzy*: At the beginning of this book, we meet Miss Tizzy. We find out that she doesn't always do things the rest of the people around her do. The children love Miss Tizzy. The book tells us the fun and caring things that Miss Tizzy does with the children. Later in the book, Miss Tizzy gets sick. The children don't know what to do for Miss Tizzy. At the end of the book, the children figure out what to do for Miss Tizzy. The children do for Miss Tizzy, the things Miss Tizzy did for them. She loved what the children did.
- *Feast for 10*: At the beginning of the book, a family goes shopping for the food that will be used to prepare a feast. Next, the family prepares for the feast. Last, the family shares their feast.

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 character. After reading the book, ask questions that help children connect their experiences to the story or a character. Examples:

- *Feast for 10*: Remind children that some children helped prepare for the feast by cooking food and helping to prepare the table. Ask "Have you ever helped your family get ready for a meal? What did you do?"
- *Miss Tizzy*: Remind children that Miss Tizzy and the children played dress up. Miss Tizzy served the children "pink lemonade in her best china cups." Ask "When do you like to play dress up? What do you like to do when you play dress up?"
- *Mama, Do You Love Me?*: Show the picture where the little girl asks the mama what would happen if she dropped the ptarmigan eggs. Explain that these eggs are very special. Ask "What is something that is special to you?"

WEEK

46

DAY

3

# Understanding Words



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.

WEEK

46

# Counting Things

123

Mathematics

DAY

3

3-5 YEARS

Large Group



### Skill and Goal

#### Number knowledge

Children will practice one-to-one counting.

### For Option 2



### Key Concepts

**Review:** Count



### Materials Needed

None



### Also Promotes

Self-Regulation

Physical/Health

**Option 1:** Offer the Week 8, Day 3 activity to provide practice with one-to-one counting in making a group of items.

**Option 2:** Engage children in playing a game of *Simon Says* that involves doing an action for a specified number of times.

If appropriate, remind children of how we play *Simon Says* (Language/Literacy Week 3, Day 4). Explain that today Simon will say an action and a number of times to do the action. Example: "Simon says make five circles with your arm." Emphasize that we need to listen carefully for the number of times to do an action, and then count quietly to ourselves as we do the actions. Demonstrate quiet counting of a repeated action, if appropriate.

Offer action requests (as *Simon Says*) and provide verbal support to individual children as needed. Action examples: jumping, hopping on one foot, turning around. Complete each action along with children. Limit the number of repeated actions to 10, keeping in mind that a higher number of repeated actions is more challenging than a lower number.

# Getting Along With Others



## 3-5 YEARS

### Large/Small Group



#### Skill and Goal

##### Relationship skills

Children will strengthen their understanding of how to solve a problem.

#### For Option 2



#### Key Concepts

**Review:** Problem



#### Materials Needed

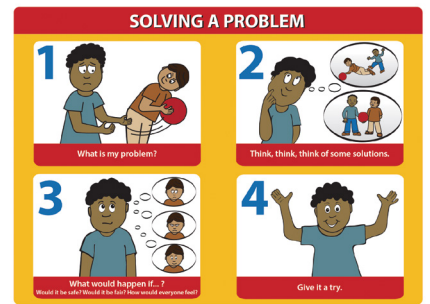
\*Solving a Problem poster

\*Printables provided

**Option 1:** Offer the Week 5, Day 3 activity to review how to solve a problem.

**Option 2:** Support children in identifying problems and possible solutions in typical classroom situations.

Open the session by explaining that everyday each of us has a situation that can be hard for us to deal with. Remind children that we call this a problem. Sometimes our problem involves another child or children. Review each part of the Solving a Problem poster. Remind children that it is important to “think, think, think



of some solutions” to a problem. Some solutions may be better than other solutions. We want a solution that gives everyone a chance to do something. We call this being fair. We also want a solution that is safe.

Explain that today we will talk about some situations. We want to figure out the problem someone is having in the situation. We also want to think of some different solutions.

Use your own words to describe some of the following situations. Select situations that may be especially pertinent to children in your room. Pursue as many situations as children’s interest and time permit.

**Situation #1:** Rosa wants to play in the block area. Four children are allowed to play in the block area in the classroom. Four children are already playing in the block area. What is Rosa’s problem? What are some different ways Rosa might solve her problem?

**Situation #2:** Marcus was drawing with a blue marker. He put it down and began using a green marker. He wants to use a blue marker again. Evan is now using the blue marker and there is no other blue marker. What is Marcus’ problem? What are some ways Marcus might solve his problem?

**Situation #3:** Ida built a tall tower with blocks. She was proud of her tower. Shane walked into the block area and tripped over Ida’s tower. The blocks fell down. What is the problem? How can Ida solve her problem?

WEEK

46

DAY

3

# Getting Along With Others *continued*



Situation #4: Theron is playing with two dinosaurs. William wants to play with the dinosaurs. There are only two dinosaurs in the classroom. What is the problem? What are some ways William might solve his problem?

Situation #5: Santiago and Isabella are playing catch. Steven asks to play catch with them. Santiago and Isabella say that he can't play because there is only one ball and they are using it. What is the problem? What are some ways Steven could solve his problem?

## Exploring Living Things



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Inquiry Skills

Children will understand how scientists dig and care for dinosaur fossils.



## Key Concepts

**New:** Jackhammer  
Rock hammer  
Chisel  
Plaster jacket

**Review:** Fossils  
Fragile  
Magnifying glass  
Ruler



## Materials Needed

- \*6 pictures as shown
- Tape
- Scissors
- Cotton balls
- Tissues
- Bubble wrap
- Small toy—1 per child

\*Printables provided

**BEGIN:** Today we are going to learn how scientists dig for dinosaur bones and other fossils that are buried in dirt and rocks. Remember, some fossils are the remains of an animal's bones or teeth.

[Display picture of dig site.]

**ASK:** What do you think is happening in this picture?

**EXPLAIN:** This is an area where scientists are digging for dinosaur fossils. The scientists are digging in rock.



NPS Natural Resources/flickr/Public Domain

Different kinds of tools are used to remove bones and other types of fossils from hard rock and dirt.

Scientists may use a jackhammer to dig through rock. A **jackhammer** is a heavy tool used to break hard objects into pieces. A jackhammer pounds hard things over and over.

[Display picture of a jackhammer.]

- ASK:**
- Have you ever seen someone use a jackhammer to break up cement in a sidewalk or street?
  - What was it like?

[Follow-up prompt, if needed: "Did it make a lot of noise?"]



**EXPLAIN:** Scientists also use shovels to move rocks or dirt away from a fossil.

**ASK:** Have you ever used a shovel to do some digging?

[Invite children to pretend to dig with a shovel.]

**EXPLAIN:** Big tools like jackhammers and shovels help scientists move rocks and dirt away from dinosaur fossils.

Bones and other fossils can be fragile. We know that fragile means something could break easily. A jackhammer or shovel could break a dinosaur fossil.

Scientists want to protect bones and other fossils. They use smaller tools to dig when they get close to a bone or other type of fossil that is buried in rock or soil.

Scientists may use a rock hammer to dig around a dinosaur fossil. A **rock hammer** is much smaller than a jackhammer and can break a rock that is next to a fossil.



*[Display picture of a rock hammer.]*

There are smaller tools that scientists can use to carefully dig around a fossil. A **chisel** is a tool with a sharp edge that scientists can use to chip or cut away rock that is near a fossil.



*[Display picture of a chisel.]*

Scientists use something called a plaster jacket to keep bones and other fossils safe when they are digging. The **plaster jacket** covers the fossil to help keep it safe.



*[Display picture of dinosaur bone covered with a plaster jacket.]*

Scientists can use a brush to carefully take dirt off of a fossil.



*[Display picture of scientist using a brush to remove dirt from a fossil.]*

**ASK:** What is happening in this picture?

**ACT:** Let's pretend we are using a jackhammer.

*[Encourage children to stand up and do repeated pounding movements with their arms.]*

Now let's pretend to use a brush to gently move dirt off of a dinosaur fossil.

*[Encourage children to use small hand movements to gently brush a fossil clean.]*

**ASK:** We need to move carefully when we work near fragile things. Was it easier to move carefully with your pretend jackhammer or your pretend brush?



**EXPLAIN:** Scientists may use other special tools to examine the fossils.

**ASK:** What tool can a scientist use to make something look bigger? (magnifying glass)

**EXPLAIN:** Remember, a magnifying glass helps us observe something by making it look bigger. Scientists might use a magnifying glass to see the details on a dinosaur bone. Scientists may also want to measure the fossils to find out how long they are.

**ASK:** What tool would a scientist use to measure the length of fossils? (a ruler)





**EXPLAIN:** We know that a ruler is a tool we can use to measure things.

Let's imagine we are scientists who have found a dinosaur bone. The bone is fragile. We do not want the bone to break. We want to keep it safe.

We can pretend that some of the toys in our classroom are fragile dinosaur bones. We can wrap the toys in things that will help keep the toys safe.

Please watch me wrap this toy.

*[Demonstrate how to wrap the toy so that all of the toy is covered. Demonstrate how to use tape to secure the materials.]*

Now it is your turn. We have many different soft things to use for wrapping a toy so it is safe. We will pretend we are putting a plaster jacket on a fragile bone.

**ACT:** *[Encourage each child to select a toy to wrap with bubble wrap, tissues, cotton balls, or similar soft items. Keep the scissors near you until needed by a child for cutting tape or other materials. Provide assistance as needed with cutting tape and securing the protective material to the toy.]*

**RECAP:** Today we learned about some of the tools that scientists use to dig up bones and other dinosaur fossils. We pretended to use some of the tools. We also pretended a toy was a dinosaur bone. We wrapped up the toy to keep it safe.



### Scaffolding Tips

**Extra support** ■ Omit the picture and information about a chisel or rock hammer if time or children's interest is limited. ■ Provide pieces of tape if it is too challenging for children to use scissors. ■ Ask children if they have ever watched or helped someone pack a fragile item for sending (shipping) somewhere. Children may wish to talk about their experiences with bubble wrap in their family. ■ Use clean paint brushes to pretend to remove dirt from a fossil. ■ Science Week 10, Day 2 can be used to review magnifying glasses. ■ Measuring with a ruler can be reviewed using Math Week 25.

**Enrichment** ■ The area where scientists dig for fossils is called a dig site. ■ Point to and describe the bubbles in bubble wrap. Explain how the air bubbles provide a cushion.



### Center Activity

Invite children to play in the sandbox. Provide shovels, paintbrushes, and toothbrushes. Hide items for children to find. Encourage children to dig to where they think the items are buried. After children find hidden items, encourage them to brush the items clean with dry paintbrushes or toothbrushes.

WEEK

46

DAY

3

# Exploring Living Things *continued*



Science



## Family Child Care

Provide tissue paper and treasure items (an old watch, a special picture). Remind children how scientists carefully wrap the dinosaur bones to keep them safe. Invite children to carefully wrap their treasures in the tissue paper. Encourage school-age children to help younger children wrap their treasures. Younger children will enjoy wrapping and unwrapping the treasures. Younger children will enjoy pulling tissue paper away from the special treasures.

This activity is informed by the following source: Museum of The Rockies (n.d.). The process of paleontology. Retrieved from [https://www.museumoftherockies.org/uploads/Resources/Trunks\\_\\_Kits/Background\\_Info-Process\\_of\\_Paleontology.pdf](https://www.museumoftherockies.org/uploads/Resources/Trunks__Kits/Background_Info-Process_of_Paleontology.pdf)

WEEK

46

DAY

4

# Understanding Letters



Language/  
Literacy

## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Letter knowledge

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



#### Key Concepts

**Review:** Letters



#### Materials Needed

Tape

\*Letter cards (see Be Prepared)

Beanbag



#### Also Promotes

Physical/Health

\*Printables provided

**Be Prepared:** Consistent with this week's Day 2 activity plan, select five letters that would be helpful for children to review. Use results of the Week 43 letter assessments and your understanding of children's letter knowledge to inform your letter selections. You may wish to include some (or all) of the letters reviewed on Day 2, depending on children's understanding of letters demonstrated in the Day 2 activity. Print provided cards of the letters you select. Tape the cards on the floor in random order, in a line or in a configuration of your design. Provide about 6–12 inches of spacing between letter cards.

If you anticipate the activity described below may be too challenging for children, offer activity plans that introduce several of the letters you selected. See the *Sequence of Skills and Learning Goals* chart in the *ELM Curriculum User Guide: 3–5 Years* for a quick reference to when specific letters were introduced.

Invite each child, one at a time, to toss the beanbag on or near a letter and then:

- say the name of the letter,
- say the sound the letter makes,
- say a word that starts with the letter, and
- lead children in writing the uppercase letter with their hand in the air.

Encourage children to throw the beanbag toward a letter that has not been described by a child taking an earlier turn. Continue the activity until each child has a turn to toss the beanbag and describe a letter.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will practice making a group of items equal to the number of items in another collection.

## For Option 2



## Key Concepts

**Review:** Count  
Equal



## Materials Needed

\*Star cards 1–10—4 per pair of children

Small counting items—10 per pair of children

\*Printables provided

**Option 1:** Offer the Week 7, Day 2 activity to review using one-to-one counting to make a group of items equal to another group.

**Option 2:** Engage children in making groups of items equal to the number of stars on a star card. This option involves children saying how many there would be if there was one more in the group.

Explain that we will work with a partner to make a group of items that is equal to the number of stars on a card.

Display a star card. Lead children in together counting the stars on the card you display. Point to each star as you count. Make a group of small counting items equal to the stars on the card. Emphasize that we have \_\_\_ stars on our card and \_\_\_ items in our group. Our number of stars and our group of items are equal. If appropriate, remind children that two equal groups have the same number of items.

Arrange children in pairs. Give each pair four star cards and 10 small counting items. Invite children to take turns choosing a star card and making a group of items equal to the number of stars on the card. Add challenge by encouraging children to take turns asking their partner how many counters would be in a group if there was one more.



WEEK  
**46**

DAY  
**4**

# Getting Along With Others

**3-5 YEARS**

**Large/Small Group**



## Skill and Goal

### Relationship skills

Children will strengthen their problem-solving skills.

## For Option 2



## Key Concepts

**Review:** Solution



## Materials Needed

*Talk and Work It Out* by Cheri J. Meiners

**Option 1:** Offer the Week 6, Day 2 activity to review possible solutions for typical classroom problems.

**Option 2:** Engage children in a book-focused discussion of problem-solving steps and solutions.

Open the session by reminding children that we are talking about situations that may be difficult for people to deal with. We call these problems. We also are talking about ways to solve problems. We call these solutions. When we have a problem, we want to think of different solutions and use the solution that seems best. A good solution is fair and safe.

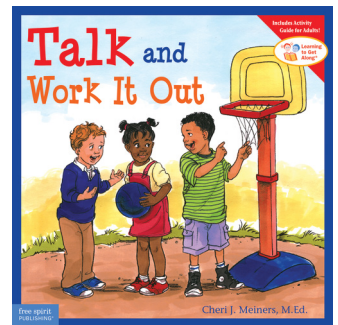
Introduce the book. Explain that our book today describes some problems a boy tries to solve. Invite children to think about different solutions used by the boy in our book.

Read the book. At the conclusion of the book, review and discuss with children some ways the boy dealt with his problem. Some key points include the following:

- pp. 4–5: shows the problem
- pp. 16–17: the boy thinking of solutions
- pp. 22–23: the boy thinking about what might happen
- pp. 30–31: trying a solution

Also review and discuss with children some solutions to his problem:

- pp. 16–17: taking turns and sharing
- pp. 20–21: asking a grown-up for help
- pp. 30–31: playing together



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Inquiry Skills

## Knowledge of earth and space

Children will strengthen their understanding of dinosaur fossils.



## Key Concepts

**New:** Claw

**Review:** Fossils



## Materials Needed

- \*2 pictures as shown
- Paper cup—1 per child
- Ball of clay—1 per child
- Craft stick—1 per child
- Plaster of paris—½ cup per child
- Container of water (easily pourable)
- 1 Tablespoon measuring spoon

\*Printables provided

**Be Prepared:** Make a small ball of clay about the size of a golf ball for each child. Store the clay balls in an airtight container. Each child will push a clay ball into his/her cup as part of the activity described below. The clay should take up less than one-half of the cup when it is pushed flat. The size of the paper cup should offer sufficient room for a child to make a dinosaur footprint as described below. Avoid small cups. Write a child's name on each paper cup. You may wish to ask an adult to help with today's activity.

**BEGIN:** We are learning that scientists use dinosaur bones and other fossils to learn about dinosaurs. Remember, some fossils are the remains of an animal like bones or teeth. Fossils are like clues that help scientists understand what dinosaurs looked like and how they lived.

Today each of us can make a pretend fossil.

**EXPLAIN:** We know that some fossils are the marks of a dinosaur on a rock or hard soil. The footprint of a dinosaur is one of the marks a scientist may find.

*[Display picture of dinosaur foot. Point to each of the three claws as you describe them.]*

Here is a picture of a dinosaur's foot. This picture shows the claws of a dinosaur's foot. A **claw** is a pointed and thin part of some animal's feet. There is a nail at the end of the claw. The nail is something like our fingernails or toenails. Claws help an animal grab and hold on to something. There is a bone under the skin of a claw.



*[Display picture of dinosaur footprint.]*

Here is a picture of the footprint of a dinosaur. This picture shows how a dinosaur's foot leaves a mark in the dirt. After many, many years this mark may become a fossil if the dirt gets hard.



Today each of us can make a pretend fossil of a dinosaur footprint. We will let our fossils dry tonight.

**ACT:** *[Give each child a paper cup with his/her name on it and a ball of clay. Encourage children to push the clay flat into the bottom of the cup. Explain that we are pretending the clay is dirt (the ground).*

*Display the picture of a dinosaur footprint for children to look at while working with the clay in their cup.*

*Encourage children to use their hand and fingers to make a "footprint" indentation. Children can use a finger to make an indentation for each of the claws.*



*Next pour ½ cup of plaster of paris on top of the dinosaur impression.*

*Add 2–3 tablespoons of water and invite each child to stir together the water and plaster of paris with the craft stick. The consistency should look like thick pancake batter. If it is too runny, add more plaster of paris and stir. Try not to poke the indentations in the clay.*

*Let the plaster of paris dry in the cup overnight.]*

**RECAP:** Today we made a fossil to help us understand how scientists get clues about dinosaurs. Making a pretend dinosaur footprint helped us pay attention to the claws on a dinosaur’s foot. Tomorrow we will look at our pretend footprints to see how they are the same and different.



### Scaffolding Tips

**Extra support** ■ Encourage children to feel the bone in one of their fingers to support their understanding that there is a bone under the skin of an animal’s claw. ■ Some children may need guidance on how to make indentations, including the claws. Remember that it is not important for a child to perfectly copy the picture of a footprint in his/her clay. The activity is a way for children to think about a dinosaur’s feet regardless of what the child’s indentation looks like.

**Enrichment** ■ Invite children to name other animals that have claws. (birds, cats, tigers, lions, bears) ■ Encourage children to think about how a heavier versus lighter dinosaur would make a deeper versus lighter mark (indentation) when the dinosaur steps on the dirt.



### Center Activity

Provide plastic bones, magnifying glasses, paper, markers, and books that show detailed drawings of bones of dinosaurs or other animals. Encourage children to look closely at the plastic bones and to draw the bones and/or draw what the bones might look like when several are put together.



### Family Child Care

Extend the opportunity to make indentations in clay to younger children and school-age children by providing play dough and toys or other safe items that children can push into play dough. Encourage children to compare the types of indentations (marks) left by different types of items.

# 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. Some examples include:

- *Feast for 10*: "I see a family with a shopping cart. What do you think they are going to buy? Let's find out together."
- *The Relatives Came*: "I see a lot of stuff strapped to the top of the car. I see 1, 2, 3, 4, 5, 6, 7. (Point to each person as you count.) Seven people are in the car. I wonder where they are going with all of their stuff. Let's listen to the story and discover this together."
- *Tap Tap Boom Boom*: "I see three children on the cover of our book. I wonder if I will see these children in the book. I wonder if there is going to be tap dancing in the book, or if there will be a different type of tap noise. Let's listen to the story to find out what happens."

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, such as the following, to help children focus on key parts of the story:

- *Feast for 10*: Read and display the page that says, "nine chairs around." Say "I see a boy carrying a chair to the table. I see lots of food on the table. Why do you think the boy is bringing the chair to the table? What do you think is going to happen next? "
- *Tap Tap Boom Boom*: Read and display the page that says "The subway is shelter. Boom Boom." Say "Remember, a shelter is a safe place, especially during a storm. Why are the children running to the stairs in this picture?"
- *The Relatives Came*: Show the page that has the car pictured two times. Point to the two cars and to the car on the next page. Say "The car is shown three times



# Understanding Words *continued*



on these pages. I think the illustrator drew the car three times on the long, windy road so we would know that the relatives drove for a very long time.”

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. Examples:

- *Feast for 10*: The story is about a mom, a dad, and the children in the family. They shop for food for a feast. They prepare food for the feast. The family eats the feast with their grandparents.
- *Tap Tap Boom Boom*: The story is about two boys. First the boys notice a storm is coming. Next a woman begins selling umbrellas. The boys seek shelter in a subway. At the end of the book, the storm is over and the boys are walking on the sidewalk.
- *The Relatives Came*: The story is about a family. First the family packs their car and drives to the home of relatives. Next they arrive at their relatives’ home. They have many happy moments together. At the end of the book, the family drives back to their home.

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. Example: Invite children to select a center activity based on their response to the following:

- *Feast for 10*: if you have helped your family prepare for a meal; if you have carried a chair to the table for an extra spot at the table; if you have gone to the grocery store; if you have eaten a feast
- *Tap Tap Boom Boom*: if your family has bought something from a street cart; if you have been in a subway station; if you have seen a surprise (rainbow) in the sky after a storm; if you have huddled close to a friend
- *The Relatives Came*: if you have driven a long way to see family; if you have had trouble falling asleep because things were different; if you have shared a bed with someone else; if you have hugged a relative

WEEK

46

DAY

5

# Understanding Words *continued*



## Scaffolding Tips

**Extra support** ■ Use illustrations to help children respond to questions, such as a picture of the 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 practice one-to-one counting.

## For Option 2



## Key Concepts

**Review:** Count Equal



## Materials Needed

\*Set of large numeral cards 1–15

Small ball—1 per pair of children

\*Printable provided

**Option 1:** Offer the Week 8, Day 5 activity to review one-to-one counting in forming equal groups.

**Option 2:** Support children working in pairs to roll a ball a specified number of times.

Display a large numeral card. Invite a volunteer child to name the numeral. Lead children in counting together the number of dots on the card as you point to each.

Explain that today we will work with a partner, you will roll the ball back and forth the number of times listed on a card. Demonstrate by inviting a volunteer child to sit facing, you approximately five feet away. Roll the ball back and forth with the volunteer child as you count each roll. Roll the ball as many times as specified on the card you display. Restate how many times the ball was rolled. Remind children that you and the volunteer child rolled the ball a number of times equal to the number of dots on the card.

Arrange children in pairs, with children in each pair sitting across from each other. Give each pair a ball. Choose and display a large numeral card. For the initial practice, invite a child to name the numeral displayed on the card. If appropriate, together count the number of dots on the displayed card. Invite pairs of children to roll the ball the number of times shown on the card. Encourage each pair to count together the number of times the ball is rolled.

Use the procedure described above with different large numeral cards as time and children's interest permit.

# Getting Along With Others



## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Relationship skills

Children will strengthen their understanding of how to solve typical classroom situations, including how to share an object.

#### For Option 2



#### Key Concepts

**Review:** Solution  
Share  
Fair



#### Materials Needed

\*3 pictures as shown

\*Printables provided

**Option 1:** Offer the Week 6, Day 3 activity to review ways to assess the appropriateness of solutions for typical classroom problems.

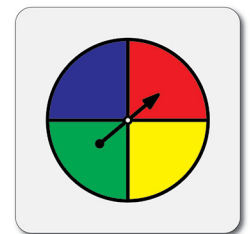
**Option 2:** Engage children in suggesting and assessing solutions to problems that involve sharing an object.

Explain that sometimes we want to use something that another child is using, or there is only one toy that several of us want to use. Remind children that sharing a toy is one solution. We can share a toy by taking turns playing with it or by playing with the toy with another child. Also remind children that a good solution is fair. Fair means everyone gets a chance to do something.

Place pictures face down in the middle of the circle. Invite different volunteer children to select a picture, one at a time. Use your own words to describe the situation (see below) associated with the picture. Engage children in discussion of the following for each situation:

- What are some solutions?
- Are they fair?

**Spinner:** Two children are playing a game that uses a spinner. One child does not want to give up the spinner so the other child can have a turn with the spinner. The child holding the spinner keeps saying it is his/her turn.



**Shovel and backhoe:** Two children are digging in the sand. They have a shovel and a toy backhoe for digging. One child is using the shovel but now wants to dig with the backhoe. The other child is using the backhoe and does not want to give it up.



**Apron:** Two children are playing together in the housekeeping center. Both children want to be a baker. There is only one apron.





## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Inquiry Skills

Children will strengthen their understanding of how scientists learn about dinosaurs.



## Key Concepts

**Review:** Extinct  
Fossils  
Footprint  
Museum  
Skeleton



## Materials Needed

Cups of pretend fossils made on Day 4

\*1 picture as shown

*Bones, Bones, Dinosaur Bones* by Byron Barton



## Also Promotes

Language/Literacy

\*Printables provided

**BEGIN:** We are learning a lot about dinosaurs. Could we have a dinosaur for a pet? (no, dinosaurs are no longer living!)

**EXPLAIN:** Dinosaurs died many, many years ago. Dinosaurs are extinct. Remember, extinct means a group of animals or plants is no longer living. Animals that are extinct are gone forever. Pictures of dinosaurs show what scientists think dinosaurs looked like. No one living today has ever seen a real dinosaur.

We know that scientists use fossils as clues about what dinosaurs looked like and how they lived. Remember, some fossils are the remains of an animal, like bones or teeth. Other types of fossils are the marks of a dinosaur's footprint or feather. We know that the feet of an animal can leave marks in the soil. We call this a footprint.

Yesterday we made a pretend fossil of a dinosaur footprint. Our pretend fossils dried overnight. Let's look at our pretend fossils!

**ACT:** [Distribute Day 4 cups to each child. Ask another adult to help you work with each child in tearing the cup away from the plaster of paris. Tear it over a trash can.]

Encourage children to compare their pretend footprints. Remind children they made a pretend fossil of a dinosaur footprint. Ask children to recall the name of the long parts of the foot. (claws)]

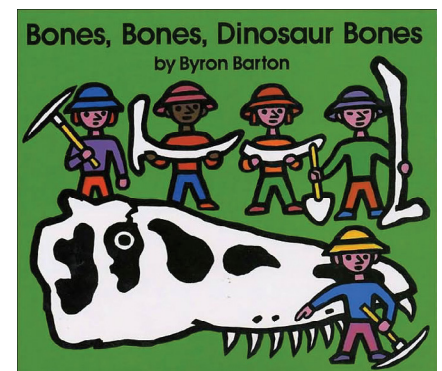
**EXPLAIN:** Dinosaur fossils can be seen in some museums. Remember, a museum is a building where valuable things are stored and put out for people to look at. All museums have treasures like art. Only some museums have dinosaur bones and other fossils.

We are going to read a book that tells us how dinosaur bones, dug up by scientists, get to a museum. The book also will tell us what scientists do with the bones at the museum.

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

The title of our book is *Bones, Bones, Dinosaur Bones*. The author and illustrator of our book is Byron Barton.

[Encourage children to describe what they see on the book cover.]





*On each page, use your own words to describe the illustration after reading the line of text. Each illustration has many parts to discuss.*

*Draw attention to book information that connects to this week's dinosaur content and activities. Examples:*

- *tools used to dig up bones*
- *wrapping the bones to keep them safe*
- *a worker using a brush to clean bones (on page with bone illustrations)*
- *claws]*

**EXPLAIN:** The scientists at the museum put the dinosaur bones together. Remember when all the bones are put together, they make a skeleton. A skeleton gives an animal its shape.

*[Display picture of a skeleton of a dinosaur.]*

The bones did not come with instructions for the scientists. The scientists had to figure out where each bone fit into the dinosaur's skeleton.

Putting together a dinosaur skeleton is like a big puzzle for the scientists to solve. It takes scientists a long time to figure out how the pieces might go together.



Connie Ma/wikimedia/(CC BY-SA 2.0)

**RECAP:** Today we read a book about finding a dinosaur's bones and putting the dinosaur's bones together to make a skeleton. It is like putting together a big puzzle that has lots of pieces. We can go to some museums to see dinosaur bones and skeletons.

*[Invite children to take home their pretend fossil.]*



### Scaffolding Tips

**Extra support** ■ Help children think of other types of treasures that could be found at a museum. (special types of clothes, uniforms, furniture, paintings, pottery, old cars, airplanes) ■ On the book pages that show different types of dinosaur bones, describe the location of bones. Examples: "Head bones are bones in the dinosaur's head." "Rib bones are in an animal's ribs" (encourage children to point to their own ribs). ■ Remind children that bones are inside an animal's body. Encourage children to feel their fingers and wrists. Explain that bones are the hard things that we feel.

**Enrichment** ■ Ask if someone's cat dies, do we say it is extinct? (No, we say the cat is no longer living. It is not extinct because there are other cats like the cat that died that are living.) ■ Encourage children to think of other treasures that are wrapped so they do not break. ■ Ask why scientists in the book used a machine to lift boxes of dinosaur bones into a truck. (bones are heavy, might be accidentally dropped by people who try to lift them) ■ Ask children why scientists in the book put the wrapped bones in boxes. (to keep them safe while traveling to the museum) ■ Invite children to point to and say the names of some bones in their own bodies, beginning with their head or their feet. Use the book as a reminder of some bones to identify. ■ In the illustration of the Tyrannosaurus Rex skeleton, ask or point out who is bigger (the dinosaur or the scientists).



### Center Activity

Provide puzzles for children to put together. Remind children that putting dinosaur bones into a skeleton is like putting together a big puzzle with many pieces.



### Family Child Care

School-age children may wish to describe special things they may have seen in a museum. Both preschool-age and school-age children may enjoy describing their favorite dinosaur.