WEEK 1

What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Sounds and Words

- How to listen to sounds, including quieter and louder sounds (Days 1–2)
- How books and words work (Day 3)
- How to take good care of books (Days 4–5)

Mathematics

Counting Things

- We count to find out "how many" of something (Days 1–5)
- How to verbally count up to five items (fingers, feet, books) (Days 1–5)
- We can tell "how many" in a small group of items (2, 3, and 4 items) without counting (Days 3–5)

Self-Regulation

Using Self-Control

- A routine is the order in which we do things, such as steps in brushing our teeth (Day 1)
- Our classroom's daily schedule shows the order in which things happen (Day 1)

Social-Emotional

Getting Along with Others

- Different ways we can play (Day 2)
- How to ask someone to play (Day 3)

Social Studies

Respecting Our Differences

- How people are the same and different (Day 4)
- Each of us is unique (Day 5)

Creative Expression

Being Creative

- We are creative when we use an idea to make or do something new (Day 1)
- Music is the sound we make when we sing or play a musical instrument (Day 2)
- We dance by moving our bodies in creative ways, usually to music (Day 2)
- Drama is when we tell a story through our words and actions (Day 3)

Physical/ Health

Staying Healthy and Safe

- Germs are very small things that can make our bodies sick (Day 4)
- How and when to wash our hands to get rid of germs (Day 5)

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WEEK 1

DAY 1

Understanding Sounds

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will listen to and identify specific familiar sounds.

Key Concepts

New: Listen

Materials Needed

Chart paper

Marker

General Sound Effects CD

CD player

Also Promotes

Self-Regulation

BEGIN: [*Invite children to sit in a circle.*]

We can hear many things all around us. What part of our body do we use to hear things?

Let's point to our ears. Today we are going to listen for sounds. We pay close attention to what we are hearing when we **listen**.

EXPLAIN: Let's sit quietly and listen for sounds. We may hear a sound in our classroom. We may hear a sound in the hallway or someplace outside of our classroom. We do not want to talk while we are listening for sounds.

ACT: Okay, let's start using our listening ears.

[*Point to your ears.*

After a brief period, especially after you hear a noticeable sound:]

What sound did you hear?

[*Engage children in a discussion of sounds they heard.*]

EXPLAIN: We can pay better attention to what we hear when our eyes are closed.

Let's close our eyes and listen for sounds. We need to be very quiet so we can hear sounds. Remember, we do not talk while we are listening for sounds.

ACT: [*Encourage children to sit quietly with eyes closed for several seconds.*]

Now let's open our eyes and talk about the sounds we heard. I will write a name for each sound we heard on our chart paper.

I am going to write the words Sounds We Heard at the top of our chart. I will start writing here and move across the paper with the words.

[*Point to left side of chart. Say each word as you write it.*]

What did we hear when our eyes were closed?

[*Encourage children to discuss sounds heard. Write each sound on the chart paper.*]

Let's look at our chart to remind us of the sounds we heard.

[*Read the sounds listed on the chart as you point to each word.*]

Sounds We Heard

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WEEK 1

DAY 1

Understanding Sounds *continued*

Language/ Literacy

EXPLAIN: Now we are going to listen to some different sounds. Let's again sit quietly and listen with our eyes closed.

ACT: [*Invite children to close their eyes before you play the General Sound Effects CD. Play the CD, stopping after each sound to ask children to open their eyes and to name the sound they heard. Write each sound children name on the chart.*]

Let's look at our chart to remind us of all the sounds we heard.



[*Read <u>each</u> sound listed on the chart as you point to each word.*]

RECAP: Today we listened to sounds in our classroom and to sounds on a CD. Who can remind us what it means to listen? (to pay close attention to what we hear) We closed our eyes when we listened to sounds so we could pay better attention to what we heard.

Scaffolding Tips

Extra support ■ Positively acknowledge children's guesses. Example: "That was a good guess about the sound." ■ If children need extra assistance in guessing a sound, give specific hints. Examples: "This sound is something you might hear outside." "This sound can be heard in the kitchen of a home." ■ If children seem interested in, but are unable to guess the source of a recorded sound, play the sound again as they close their eyes to listen. ■ It is okay if some children do not wish to close their eyes. ■ If children begin to talk during the quiet listening activity, remind them that it is hard to hear other sounds in the classroom when we also are hearing voices.

Enrichment ■ As children listen to and guess each sound, ask them to tell where we might hear the sound. Example: "You listened carefully and guessed the sound was a mower running! Where might we hear a mower running?"

Center Activity

In a quiet area of the room provide children with the CD used during today's activity. Encourage children to listen carefully as they guess each sound. Encourage children to close their eyes as they listen to some sounds and open their eyes as they listen to other sounds. Ask children to describe the difference between listening to sounds with eyes closed vs. listening to sounds with eyes open.

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WEEK 1

DAY 1

Understanding Sounds *continued*

Language/ Literacy

Family Child Care

Invite children to listen for sounds outdoors or at a park. Encourage preschool-age children to identify sounds as school-age children find the source of the sound. Example: If a preschool-age child identifies a bird singing, ask a school-age child to look for the bird. School-age children may also enjoy listening for the variety of different sounds made by different birds.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum.* Baltimore, Maryland: Paul H. Brookes.

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WEEK 1

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand the concept of number and that numbers are all around us.



Key Concepts

New: Count
Number



Materials Needed

None



Also Promotes

Creative Expression

BEGIN: Today we begin learning about numbers and counting. We will learn that numbers are all around us every day.

ACT: Let's all hold up one of our hands.

How many fingers do you see?

To find out how many fingers we have, we need to count them. Let's point to the fingers on one of our hands and count each finger. Please count with me, 1,2,3,4,5. I have five fingers!

How many fingers do you have on one hand?

EXPLAIN: When we **count**, we say our numbers to find out how many. Let's learn a song about the fingers on our hand.

[*Teach the song at the end of the activity plan.*]

Five is a number. A **number** tells us how many.

Let's look at our feet now. Let's count them. Let's point to our feet and count each one together. Please count with me, 1, 2.

ASK: How many feet do you see?

EXPLAIN: I have two feet. Two is a number.

Let's see if we can find more things we can count in our classroom.

How about the chairs at the table? Let's count them together.

ACT: [*Point to each chair as you say 1, 2, etc.*]

Let's count them again. This time, let's clap our hands when we count the chairs (one clap per number).

[*Ask five children to come to the front of the room.*]

Now, let's together count the number of children in this group.

[*Gently tap each child with your finger or hand as you say the number. When you finish, say the final number again.*]

We counted to find out how many children were in the group. There are five children in the group.

Do you see something else we can count?

[*Limit counting to groups of five or fewer items.*]

We counted our fingers in the song we learned earlier. Let's count our fingers one more time together. Please hold up one of your hands

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Counting Things *continued*

and count each of your fingers with me. 1,2,3,4,5. I have five fingers!

How many fingers do you have on your hand?

RECAP: Numbers are all around us every day. We found numbers by counting our fingers and feet. What else did we count in our classroom? Whenever we want to know how many of something there are, we count to find out. We say numbers when we count.

Let's sing our song one more time.



Five Fingers Song

(Sing to the tune of *The Wheels on the Bus)*

I have five fingers on my hand,
on my hand, on my hand,
I have five fingers on my hand,
I will show you when I count.
1,2,3,4,5 fingers, five fingers, five fingers,
1,2,3,4,5 fingers, five fingers on my hand.

Scaffolding Tips

Extra support ■ Invite three children (not five) to come to the front of the classroom for counting practice if children have difficulty counting to five fingers in the opening activity. ■ Also, if children have difficulty counting to five, count slowly and encourage children to repeat each number word as you say it.

Enrichment ■ Invite children to try counting how many fingers they have on both hands or toes on both feet. ■ Say the amount before counting. Example: "There are three cups. 1, 2, 3." ■ Encourage children with advanced skills to figure out how many feet live in their house. To facilitate counting, it may be helpful to draw stick figures of children and adults who live in the house. Some children may wish to add a pet to a drawing; this adds extra challenge if the pet has four feet.

123 Center Activity

Provide counters or other items of interest to children such as cars, teddy bear counters, etc. Invite children to count out loud a small number of items.

Family Child Care

Find opportunities for children to count items during the day. Preschool-age children will enjoy counting the number of items on their plate at lunch, the number of children at the lunch table, or how many backpacks are in the hall or storage area. School-age children may enjoy the challenge of counting out the number of utensils needed at lunch or the number of plates and napkins to place on the table at snack time.

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WEEK 1

DAY 1

Using Self-Control

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand the concept of a routine, including a classroom's daily schedule.

Key Concepts

New: Routine
Before
After
Schedule
Next

Materials Needed

*3 pictures as shown

Your posted classroom schedule

*Printables provided

BEGIN:
- Did you wash your hands before eating breakfast today?
- Do you usually wash your hands before you eat a meal?

EXPLAIN: Many (or all) of us wash our hands before we eat. It's part of our routine. A **routine** is the order in which we do things. Every day we do many things in a certain order.

[*Describe one of your routines. Example: "One of my routines is to wash my hands before I eat breakfast. After I eat breakfast, I clean up my place at the table, and then I wash my hands again because they may have food on them."*]

We even have routines when we play at a playground. Some of us may like to go down a slide. We do things in the same order when we play on a slide.

[*Display and arrange pictures in the following sequence:*]

- First, we climb up the slide.
- Then, we slide down.
- Then, we put our feet on the ground when we land at the bottom of the slide.







ASK: What kinds of routines do you have at home? (brushing teeth, preparing for bed, etc.)

EXPLAIN: In a routine we do some things before we do other things. The word **before** means something happens ahead of (or earlier than) something else. Climbing up the slide comes ahead of (before) coming down the slide.

In a routine we also do some things after we do other things. The word **after** means something happens (or comes) later than something else. It follows something else. Landing at the bottom of a slide happens later than (after) climbing up the slide.

We have routines in our classroom. Each day we usually do things in the same order in our classroom. Our daily schedule shows our routine for each day. A **schedule** shows the order in which things happen. Let's take a look at our schedule for today.

[*Point to and review your posted classroom schedule.*]

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WEEK 1
DAY 1

Using Self-Control *continued*

Self-Regulation

ASK:
- What do we always do after we eat lunch?
- What did we do before we got into our group?

[*Follow-up prompts, if needed: "Did we play outside?" "Did we read a book?"*]

EXPLAIN: The schedule for our room helps us remember what comes next. The word **next** means something happens or comes right (immediately) after something else.

ASK: We are in our large group time right now. What will we do next?

ACT: [*Invite children to point to the next activity on the schedule. Point to several other activities on the schedule and ask what occurred before and after each activity.*]

EXPLAIN: Routines help us. Routines help us to know what we are to do and what will happen next. Our schedule helps us follow our routine in the classroom. We might worry about when these things would happen if we did not have a schedule to remind us when we eat lunch or go outside to play.

ASK: What would it feel like if we didn't know what we are expected to do after breakfast at our center?

RECAP: Today we learned that the order in which we do things is called a routine. Each of us follows routines.
- What is the first thing you do in the morning?
- What do you do just before you go to bed at night?

We have routines at home and we have routines in our classroom. We know what we are going to do each day in our classroom by looking at our schedule. Let's look at our schedule again to remind us what we are going to do next!

Scaffolding Tips

Extra support ■ If children seem uncertain about the concepts of "before" and/or "after," explain that **before** means something happens ahead of (or earlier than) something else. Examples: We wash our hands ahead of (before) eating a meal. Our rest time happens earlier than (before) the time we leave our center for the day. The word **after** means something happens later than something else. It follows something else. Examples: Going outside to play happens later than (after) our rest time. Eating our lunch follows (comes after) washing our hands. ■ When asking what comes before and after specific items on the schedule, point to the pertinent item so children have a concrete reference point.

Enrichment ■ Ask children to recall a time when a routine in the classroom was altered. Examples: A fire drill interrupted an activity or a visitor read a book at a different time in our schedule. Ask children what it felt like to have a change in the classroom schedule.

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WEEK 1

DAY 1

Using Self-Control *continued*

Self-Regulation

Center Activity

Supply the *3-step sequencing cards used in the main activity. Invite children to put them in order beginning with the first thing that would be done in the sequence.

*Printables provided

Family Child Care

Ask all children in your setting to have a parent draw simple pictures of their morning or evening routine. Invite children to share what they do each morning or evening.

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WEEK 1

DAY 1

Being Creative

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Appreciation of art

Children will understand what it means to be creative.

Key Concepts

New: Art
Sculpture
Creative
Idea
Same
Different

Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: Let's talk about some pictures of children doing creative things.

ASK: [*Display picture of child drawing.*]

- What is the boy in this picture doing? (drawing)

  [*Display picture of boy painting.*]

- What is the boy in this picture doing with a brush? (painting)

  [*Display picture of girls working with play dough.*]

- What are the girls in this picture doing? (making pretend food with play dough)







Rain0975/flickr/(CC BY-ND 2.0)

EXPLAIN: The children in our pictures are making art. **Art** is something someone creates like a painting or a drawing or a sculpture. A **sculpture** is made from clay or stone or some other material that we can carve or mold. We can make a sculpture from play dough in our classroom. We can make all types of art.

ASK: Are the children in our pictures copying something that someone else has made? (no!)

EXPLAIN: The children are using their own ideas to make something new. They are not copying something that someone else has made. They are being creative. When we are **creative**, we use an idea to make or do something new. An **idea** is a thought we have.

Let's think about two children. Their names are Alishia and Samuel. Each of them has an idea about a tree. Their ideas about a tree are different. Each of them uses crayons to draw a picture of a tree on paper. Alishia and Samuel are being creative by drawing their idea of a tree.

ASK: When things are the **same**, they are exactly alike. Do you think the pictures of a tree drawn by Alishia and Samuel look the same?

EXPLAIN: Both Alishia and Samuel drew pictures of trees. But their drawings did not look the same. They had different ideas about a tree. When things are **different**, they are not the same. Their drawings were creative.

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WEEK 1
DAY 1

Being Creative *continued*

Creative Expression

Now, let's talk about the kinds of art we've done. We can pretend we are popcorn when I ask you whether you've done certain kinds of art. Popcorn pops when it is being made. We can pretend we are popcorn by popping up (standing up) when I ask about art you've done.

ACT: Please pop up if you have ever painted or drawn a picture or made something from play dough.

[*Ask children to sit down after you have commented on the number of children who've done certain kinds of art.*]

ASK:
- What kinds of things did you make when you drew or painted your picture or made something with play dough?
- How did you decide what to put in your picture or your play dough creation?

EXPLAIN: Many times we can get ideas for a painting or drawing or play dough creation by looking at things around us.

We might see an elephant at the zoo or a dog at a park. We can use our ideas about the elephant or the dog to be creative in drawing or painting a picture or making something from play dough. Remember, our ideas are thoughts we have.

Let's imagine that two or more of us saw an elephant at the zoo and decided to create some art about the elephant.

ASK: Would our art look the same? (probably not)

EXPLAIN: One of us might make art about the elephant's big ear. Another one of us might make art about the elephant's big trunk or tail. We would have different ideas about what to do and what we want our art to look like.

We also might decide to do different kinds of art. One of us might paint a picture. Another one of us might decide to use play dough.

RECAP: Our ideas help us to be creative. When we are creative, we use our ideas to make or do something new.

Scaffolding Tips

Extra support ■ If pop up is not an easy and enjoyable activity for children, use an alternative way for children to respond to your question (such as hold up hand). ■ If children seem uncertain about the question of whether the pictured children are copying someone else's art, ask specific questions such as "Is the boy doing the painting while looking at another painting or picture?"

Enrichment ■ Invite children to think about creative things they would like to do in the classroom. Examples: Paint a painting, use finger paints, make something with play dough.

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WEEK 1

DAY 1

Being Creative *continued*

Creative Expression

Center Activity

Provide books that focus on art. Examples: *No One Saw* by Bob Raczka and *Art* by Patrick McDonnell. As children look at art books, discuss how the artist is being creative.

Also, display various art materials that are consistently available to children in the art center. Talk with children about how they can create whatever they choose with the materials.

Regularly encourage children to work in the art center to create whatever they choose, based on their own ideas.

Family Child Care

Establish a designated location in your setting for art and creative activities. Show and describe the variety of materials available for making creations. Invite school-age children to share and describe with preschool-age children art they've done.

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WEEK 1

DAY 2

Understanding Sounds

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Phonological awareness

Children will identify quieter and louder sounds.

Key Concepts

Review: Listen

Materials Needed

Chart from Day 1

Marker

Also Promotes

Self-Regulation

BEGIN: [*Invite children to sit in a circle.*]

We are learning how to listen to sounds. What does it mean to listen? (pay close attention to what we hear)

EXPLAIN: Yesterday we listened for sounds in our classroom and on a CD. We wrote the sounds we heard on a chart.

[*Display chart.*]

Today we will listen for more sounds! Let's close our eyes as we listen for more sounds. Let's be very quiet so we can hear sounds.

ACT: [*Encourage children to sit quietly with eyes closed for several seconds.*]

What sounds did you hear?

[*On the chart, write any new sounds not previously listed. Repeat the name of the sound as you write it. If children name a sound also identified on Day 1, point to the name of the sound on the chart as you indicate the sound was heard yesterday, too.*]

Let's review all of the sounds we heard today.

[*Read and point to the title of the chart, Sounds We Heard. Review sounds listed today on the chart as you point to each sound name. Example: "We heard people talking." "We heard a fan."*]

Now we are going to listen for sounds again. If we hear any new sounds we will add them to our chart. Let's close our eyes and listen.

[*Privately ask another adult positioned several feet from the group to make several louder sounds. Examples: talking, moving things, singing.*]

Did you hear any new sounds?

[*On the chart, write names of any sounds not previously listed. Review new sounds by pointing to and reading each new sound listed.*]

EXPLAIN: We have heard some quieter sounds. We also have heard some louder sounds. We heard (adult helper) making sounds.

ASK:

- Do you think (adult helper) made quieter sounds or louder sounds? (louder sounds)
- Could we hear a quieter sound like water dripping from a faucet when there is also a louder sound?

ACT: Let's try listening for a quieter sound when there is also a louder sound. Please close your eyes again and listen carefully.

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Understanding Sounds *continued*

[*Ask adult helper to turn the faucet to an audible drip or quieter water flow.*]

Who can hear the water dripping?

Let's close our eyes and find out if we can hear the water dripping when there is a louder sound in our classroom.

[*Ask the adult helper, positioned several feet from the group, to make a continuous louder sound.*]

ASK:

- Could you hear the water dripping when we listened this time?
- Why not?
- What was the quieter sound?
- What was the louder sound?

RECAP: Today we listened again for sounds. We listened to a quieter sound and to a louder sound. We learned that it can be hard to hear a quieter sound when we can also hear a louder sound. I am going to make a very quiet sound. Listen carefully.

[*In a quiet whisper, ask children to point to their ears.*]

We are learning to be good listeners. We pay attention to what we are hearing when we listen.

Scaffolding Tips

Extra support ■ If children need more experience with quieter and louder sound contrasts, offer back-to-back examples of quieter and louder sounds such as clapping your hands, humming, or moving a shaker to produce quieter and louder sound levels. When helping children distinguish between quieter and louder sounds, do not offer extreme contrasts in sound levels. ■ Remind children that in order to hear a quieter sound, we must be quiet when we listen.

Enrichment ■ Ask children to think about sounds they may hear outside. Can they name a louder sound they may hear outside? Can they name a quieter sound they may hear outside? What kind of louder sound might make it difficult to listen to a quieter sound outside?

Center Activity

Provide children with the CD used in the Day 1 activity. Place the CD player in a louder area of the classroom. Encourage children to listen carefully as they guess each sound. Ask children if it is more difficult to hear the sounds today, in a louder area of the room, than it was yesterday, in a quieter area of the room. Why?

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WEEK 1

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Family Child Care

Try today's activity outside. Ask all children to listen for quiet sounds and louder sounds. Can children hear a quieter sound if they can also hear a louder sound? Example: Can children hear a bird singing as a car drives by? Encourage school-age children to identify the source of each sound.

The identifying sounds activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 1

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will have a beginning understanding of how to verbally count from 1–5.

Key Concepts

New: Author
Illustrator

Review: Count

Materials Needed

5 books on any topic

Five Little Monkeys Bake a Birthday Cake by Eileen Christelow

Also Promotes

Language/Literacy

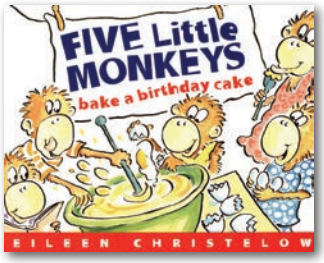
BEGIN: [*Place 1–5 books on a table where children can see them.*]

Let's count to find out how many books are on this table.

[*Point to each book as you encourage children to count with you. When you finish, say the final number again.*]

ASK: What did we do to find out how many books are on this table? (count)

EXPLAIN: [*Display book cover.*]



Today we will read a book about counting. Our book is called *Five Little Monkeys Bake a Birthday Cake.* Our book will help us practice counting. We will say numbers to find out how many.

The **author** of a book writes the words. The author of this book is Eileen Christelow. The **illustrator** of a book creates the pictures. Eileen Christelow is also the illustrator.

ACT: [*Point to text as you read. Pause on each page to describe the picture and encourage children to join you in counting the number of monkeys. After you count the monkeys on each page, say aloud the final number of monkeys. Example: "There are five monkeys on this page."*]

RECAP: Today we read a story called *Five Little Monkeys Bake a Birthday Cake.*

What did we do to find out how many monkeys were on each page? (count)

Scaffolding Tips

Extra support ■ If children have difficulty counting, encourage them to repeat each number after you say it. Count slowly and speak clearly.

Enrichment ■ As you read each page, invite children to say how many monkeys there are before they join you in counting them.

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Counting Things *continued*

123 Center Activity

Place *Five Little Monkeys Bake a Birthday Cake* by Eileen Christelow in the library center. Encourage children to look at the pages and count the number of monkeys on each page. To add challenge, encourage children to look quickly at a page's illustrations and tell the number of monkeys without counting.

Family Child Care

Invite preschool-age children in your setting to continue counting groups of five. Ask each child to find a group of five of a given item. Example: "Adama, can you please find five blocks?" School-age children will enjoy finding larger groups of items. Example: "Shawna, would you please find nine toy animals?" Invite children to bring their groups of items back to a central location and count aloud the number of items in their group.

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WEEK 1

DAY 2

Getting Along with Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand some different kinds of play.

Key Concepts

New: Pretend
Play alone

Materials Needed

- A favorite toy
- Block
- Lego®
- Ball
- Beanbag

Also Promotes

Language/Literacy

BEGIN: [*Sit in front of children with a toy. Begin playing with the toy.*]

It is fun to play at center time in our classroom! There are so many things to do. This (toy) is one of my favorite things to play with.

[*Demonstrate and describe some things to do with the toy.*]

ASK: What is your favorite thing to play with at center time?

EXPLAIN: Sometimes we pretend when we play. We can pretend we are a parent or a firefighter or a teacher. We can pretend a tricycle we are riding on our playground is a car or a firetruck or a tractor. We can pretend we are building a barn with our blocks. When we **pretend**, we make believe we are a different person or we make believe a toy we are playing with is something different.

ASK:

- Have you ever pretended you were someone else?
- Have you ever pretended a toy you are playing with is something different?

EXPLAIN: [*Display a block.*]

I have a block. We can pretend the block is anything we want it to be when we play.

ASK: What could we pretend our block might be? (car, telephone, horse, etc.)

ACT: [*If a child has an idea of how to pretend with the block, hand him/her the block as he/she demonstrates while describing what it might be. Example: The child may move the block along the floor as he/she describes a pretend car.*

Display each additional toy, one at a time, and ask what we could pretend the toy might be. Encourage a volunteer child to demonstrate and describe how he/she would pretend with the toy.]

EXPLAIN: Sometimes we like to play alone. We are not playing with anyone else when we **play alone**. We play by ourselves. I showed some things I like to do with (toy). I was playing alone with (toy).

ASK: What kinds of things do you like to do when you play alone?

EXPLAIN: Sometimes we like to play with another child or maybe two or three other children. It can be fun to share toys and ideas when we play with other children. Other children can have really good ideas about how to play.

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WEEK 1
DAY 2

Getting Along with Others *continued*

Social-Emotional

ASK: What kinds of things do you like to play with others?

EXPLAIN: Let's visit some centers in our room and think about how we could play in each center.

ACT: [*Move as a group to 2–3 centers in the classroom (housekeeping, manipulatives, blocks, etc.) and ask children how they might play in the center. Example: "What could two children do together in this center?" Encourage children who offer suggestions to point to, hold, or put on whatever they are describing. This visit to centers is for discussion of play, not actual play. Emphasize playing alone, playing with another child(ren), and pretend play as you elaborate on children's suggestions. There is an opportunity in Week 2, Day 2 to visit additional centers in your classroom.*]

RECAP: Today we learned about different ways we can play. We can pretend when we play. We can play alone or with others. There are many ways we can play in our classroom.

Scaffolding Tips

Extra support ■ As you ask children to discuss things they like to play alone and with others, offer a prompt if necessary. Example: "Do you like to play alone or with someone else when you are outside? What do you like to do alone (or with someone else) outside?"

Enrichment ■ Offer children two different toys and invite them to talk about what they could pretend each toy could be. ■ Encourage children to think of play activities that need two or more children (rolling ball back and forth).

Center Activity

Provide materials used during the activity (block, Lego®, ball, beanbag) as well as additional toys or items that may encourage pretend play. Examples: small blanket, small felt pieces, craft stick, straw, craft tube. Encourage children to use the items as they think of ways to play while pretending. As children play, ask them to describe how they are pretending with the toy or item.

Family Child Care

During the day point out ways children in your setting are playing together and alone. Example: "Tricia, I see that you are pretending to make a cake. It's fun to play alone sometimes." Also, encourage children to try pretend play with different kitchen items. Example: "What can you pretend to play with this spoon?" School-age children may enjoy pretending to be characters in a book. Provide book ideas children are familiar with and suggest children pretend to be the characters. Examples: *Goldilocks and the Three Bears*, *The Little Red Hen*.

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WEEK 1

DAY 2

Being Creative

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Appreciation of music and dance

Children will understand the concept of music and dance.

Key Concepts

New: Music
Musical instrument
Song
Dance

Review: Creative

Materials Needed

CD player

Best of Raffi CD

Also Promotes

Physical/Health

Optional Reading

Song and Dance Man by Karen Ackerman

BEGIN: We are learning what it means to be creative. We are being creative when we use an idea to make or do something new.

EXPLAIN: There are many ways we can be creative. Today we are going to talk about being creative with music and dance.

Music is the sounds that we make when we sing or play a musical instrument. A **musical instrument** makes music when it is played. A drum and a piano are musical instruments. There are many kinds of musical instruments.

Let's listen to the song "Wheels on the Bus."

ACT: [*Play "Wheels on the Bus" on the Best of Raffi CD. Invite children to sing along.*]

EXPLAIN: The person who created this song had an idea about putting together words and music. She was creative when she put together the words and music.



A **song** puts words and music together.

We can say the words of our song without the music.

[*Say the first line without singing: "The wheels on the bus go round and round."*]

Now let's add music to the words.

ACT: [*Sing the first line. Invite children to join you.*]

Our words became a song when we added music.

EXPLAIN: We can also be creative when we move our bodies to music! We can **dance** by moving our bodies to music. Let's stand and dance to a fun song called "Let's Play." Make sure we do not bump into someone else when we dance.

ACT: [*Play "Let's Play" on the Best of Raffi CD and encourage children to dance in their own way to the music.*]

EXPLAIN: We were being creative when we moved our bodies to the music.

ASK: Can we dance without music?

EXPLAIN: Watch me do a little dance.

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Being Creative *continued*

Creative Expression

[*Offer a simple dance movement without music.*]

Many times people dance to music. But I just danced without music. We can dance with music and we can dance without music.

RECAP: We create music when we make sounds by singing or playing a musical instrument. What do we add to words when we sing a song? (music) We can be creative with music and dance!

Scaffolding Tips

Extra support ■ Display a drum or a picture of a drum (or piano) if children seem unfamiliar with the concept of a musical instrument. ■ After saying the "Wheels on the Bus" words without music, hum or sing (la, la, la) the music without the words to help children understand the two elements of a song (words and music). Then sing the song (words and music) as suggested in the activity plan. ■ Use masking tape on the floor to mark a child's space for dancing if you anticipate a verbal request will be insufficient for asking children to not bump into each other.

Enrichment ■ Explain that we can also make music by humming. Demonstrate humming and invite children to hum some music they make up. If you can whistle, demonstrate how music can be made by whistling. ■ Words and music can be heard in the "Wheels on the Bus" song. What else can be heard? (musical instrument)

Center Activity

Display various materials that are regularly available to children for listening to or playing music. Demonstrate how to use items like a CD player, headphones, etc. so that children can enjoy music on their own in the classroom. Regularly encourage children to use their creativity when singing and dancing.

Family Child Care

Have a designated location in your setting for children to listen to music. Design a place where they can play music with a CD player or other device and listen with headphones so that they can enjoy and explore music on their own. Encourage school-age children to teach preschool-age children new songs they've learned.

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WEEK 1

DAY 3

Understanding Words

Language/ Literacy

Be Prepared: Select a book with both words and illustrations that are familiar to children.

3–5 YEARS

Large Group

Skill and Goal

Print knowledge

Children will understand how books work.

Key Concepts

New: Book
Cover
Title
Words

Review: Listen

Materials Needed

Book (see Be Prepared)

BEGIN: [*Display book.*]

What is this?

A **book** is something we read. It has pages and a cover. Books have a front cover and a back cover.

EXPLAIN: [*Display the front cover and back cover as you describe each.*]

The **cover** of a book tells us something about what is inside the book. Let's look at the front cover of this book.

[*Display the front cover of the book.*]

What do we see on the front cover of this book? (pictures, words, letters, etc.)

The front cover of a book tells us the title of the book. The **title** of a book is the name of the book. This book is called _____.

[*Point to each word in the title as you read it.*]

The front cover of a book also tells us the name of the author of a book. The author of this book is _____.

[*Point to the author's name as you read it.*]

There is another name on the front cover of a book. This is the illustrator of the book. The illustrator of this book is _____.

[*Point to the illustrator's name as you read it.*]

We begin reading a book from the front. First we read the front cover of the book. Then we begin to read the pages inside the book.

[*Display the first page of the book.*]

We start reading with the first word on the first page.

[*Point to the first word on the first page.*]

A book has many words in it. **Words** tell us important information about something. The words in this book tell us about (topic of book).

Words can be put together in a line like this.

[*Point to the first line of words.*]

We begin reading the words on this side of the page and move across to the other side of the page.

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Understanding Words *continued*

[*Point to the words on the first line in a left-to-right motion.*]

When we have finished reading the words in the first line we drop down to the second line and read across the page again.

[*Point to the words on the second line in a left-to-right motion.*]

I am going to read the first page of our book so we can learn how words work.

ACT: [*Read the first page of the book as you point to each word with your finger.*]

ASK:
- What did we learn when we read the first page of the book?
- Do the words in this book look different from the picture(s)?

[*Point to both the words and the picture(s) on the first page.*]

EXPLAIN: Words tell us something that we would not be able to learn by looking at the pictures only.

RECAP: Today we learned many things about books.

[*Display book used in today's activity.*]

This is the front cover of the book. What do we find on the front cover of a book? (book title, author, illustrator)

[*Point to first line of words on the book's first page.*]

These are called words. Words tell us important information about something. The words are put together in a line. Show us by moving your hand, which way do we read the lines of words?

[*Use a left-to-right motion as you point to lines of words on the page.*]

Are words and pictures the same thing? (no) Words tell us something we would not be able to learn by looking at a picture only.

Scaffolding Tips

Extra support ■ Show children more than one book as you explain the cover, title, and words. This may help children understand that all books are organized in similar ways.

Enrichment ■ Open another book to the first page and ask children to show where to begin reading. ■ If children are familiar with the concepts of left and right, explain that we read from left to right.

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WEEK 1

DAY 3

Understanding Words *continued*

Language/ Literacy

Center Activity

Provide children with an assortment of books to look at and enjoy. As children look at books, ask them to point to words they may see. Can they show where to find the title, author, or illustrator of the book?

Family Child Care

Take all children on a "word walk." Look for words on signs, houses, etc. Encourage preschool-age children to point out words they find. Then, invite school-age children to read the words.

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WEEK 1

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Small Group

☑

Skill and Goal

Number knowledge

Children will have a beginning understanding of how to link number words to groups of 2, 3, and 4 items with and without counting.

Key Concepts

Review: Count

Materials Needed

4 identical cups

5 crayons

BEGIN: We are learning that when we count, we say numbers to find out how many. On Day 2 we counted pictures of monkeys to find out how many monkeys were on a page of our book.

EXPLAIN: Sometimes we can learn how many there are without counting! We can look at things and just know how many there are.

Let's find out if we can tell how many cups there are without counting.

ACT: [*Hold up one cup for about two seconds, then quickly hide it.*]

How many cups did I have?

[*Wait for responses. Show one cup again to confirm.*]

Let's do this several more times.

[*Repeat this process several times with different numbers of cups, from 2 to 4. Do not comment on accuracy of children's numbers. After children respond, show and say the number of cups.*]

EXPLAIN: We knew how many cups there were without counting them.

Sometimes we need to count to find out how many.



ACT: [*Place 2–5 crayons in front of you, depending on children's counting skills.*]

Please help me count how many crayons are in front of me. I will point to each crayon, and you can count with me.

[*Point to each crayon as you say the number.*]

There are _____ crayons in this group.

RECAP: Today we looked quickly at groups of cups and decided how many cups we had without counting. We also counted how many crayons were in a group.

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WEEK 1
DAY 3

Counting Things *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ When displaying two or more cups, increase the amount of time children can look at the cups before hiding them if children have difficulty with a quick look. ■ If children have difficulty determining the number of items in a group, invite them to count each item with you as you point to each. ■ Provide other items to support additional counting practice. Examples: markers, toys.

Enrichment ■ If children easily identify groups of 2–4 cups without counting, display up to five cups and/or decrease the amount of time children can look at the cups before hiding them. ■ Another challenging option for children with advanced math skills is to present up to five items that include two different types of objects (example: two toy dogs, three toy cats). Show the group of items quickly, hide all items, and ask children how many of one type of item were shown. Example: "How many dogs were there?" You can vary the challenge of this activity by placing the different items in separate, nearby groupings (to make it easier to identify the two different types) and by providing more or less time to look quickly at the items.

123 Center Activity

Provide math manipulatives such as cubes. Encourage children to count the manipulatives and place them in groups of two or three.

Family Child Care

Invite all children in your setting to practice making groups. Provide each child with a small ball of play dough and a craft stick. Encourage preschool-age children to make groups of two or three by cutting off small pieces of play dough and forming groups of two or three with the small pieces. They may also wish to use small cookie cutters to cut play dough into shapes and then arrange the shapes into groups of two or three. School-age children will enjoy making "cookies" with the play dough as they place groups of "chips" on top of each "cookie." Encourage all children to count the number of items in groups they make.

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WEEK 1

DAY 3

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship Skills

Children will understand how to initiate play with others.

Key Concepts

New: Share

Materials Needed

*3 pictures as shown

2 puppets

Small toy

*Printables provided

Optional Reading

Join In and Play by Cheri J. Meiners

BEGIN: We know that sometimes we like to play alone. Sometimes our friends also want to play by themselves. But sometimes we want to play with others. And sometimes our friends also want to play with others.

EXPLAIN: There are many ways we can let someone know we would like to play together. I have some pictures that can help us think about different ways to ask someone to play. Let's look at the pictures together.

[*Display picture of child sharing a toy.*]



This picture shows a boy sharing a toy. When we **share** something we use it or enjoy it with others.

ASK: Why do you think sharing a toy might be a good way to ask someone to play? (it shows we play nicely, our friend may like the toy)

EXPLAIN: Our puppets can show us how to use a toy to ask someone to play with us.

[*Demonstrate by using two puppets to represent two children. Make the first puppet hand the second puppet a toy and say, "Would you like to share this toy with me? We can play with it together."*

Display picture of boy taking hand of friend.]



This picture shows a boy taking the hand of his friend.

ASK: Why do you think this might be a good way to ask someone to play? (it shows that you are nice, you can lead someone to where you are playing)

EXPLAIN: [*Demonstrate again with two puppets. Make the first puppet gently take the second puppet by the hand and say, "I am playing with the blocks. Would you like to come over and play with me?"*

Display picture of boy talking to a friend.]



This picture shows a boy talking to his friend and telling him what he would like to do.

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WEEK 1
DAY 3

Getting Along With Others *continued*

Social-Emotional

ASK: Why do you think this might be a good way to ask someone to play? (because we are telling someone what we want to do)

[*Demonstrate again with two puppets. Make the first puppet say to the second puppet, "Let's play together! Let's play!"*]

RECAP: There are many ways to let someone know we would like to play. We can share a toy with a friend, take our friend gently by the hand, or just ask someone to play. We can use these pictures to help us remember what to do when we want to ask someone to play!

Scaffolding Tips

Extra support ■ If a picture offers children insufficient information for responding to your questions, provide a puppet demonstration after displaying and describing the picture. Then ask children why this strategy might be good to use. ■ Post the pictures on the wall and refer to them when guiding children on how to ask children to play.

Enrichment ■ Encourage children to tell about times they've used one of the suggestions when asking a friend to play. ■ Invite two children to take turns using the puppets to demonstrate one or more of the invitation strategies.

Center Activity

Display the *pictures to remind children of different ways to ask each other to play. Encourage children to try more than one method. Do a simple, quick practice invitation or offer gentle coaching as appropriate. Also, you may wish to provide the puppets for children to use in pretending to ask someone to play.

*Printables provided

Family Child Care

Encourage children in your setting to use puppets to practice asking others to play. Pair preschool-age and school-age children to practice. Another option is to encourage children to practice by asking siblings or parents/relatives to play with them. Remind children of strategies shown in the *provided pictures.

*Printables provided

The source of the three pictures included in this activity is in the Head Start Center for Inclusion, *Member of the class: Asking a friend to play*. Retrieved from https://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/01_membership/pdfs/print-and-go_MOC.pdf

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WEEK 1

DAY 3

Being Creative

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Appreciation of drama

Children will understand the concept of drama.

Key Concepts

New: Drama
Puppet
Play

Review: Pretend

Materials Needed

*2 pictures as shown

2 puppets

Also Promotes

Social-Emotional

*Printables provided

Be Prepared: To prepare for the center activity, you may wish to review suggestions about helping children use puppets appropriately in the Creative Expression section of the *ELM User Guide: 3–5 Years.*

BEGIN: We are learning what it means to be creative. We know that art, music, and dance are ways to be creative. Have you been creative today? What did you create?

Today we are going to learn one more way we can be creative.

ASK: Have you ever pretended to be someone else?

EXPLAIN: Maybe you changed your voice or put on clothes or a costume that helped you pretend to be someone else.

ASK: Have you ever done this?

EXPLAIN: Sometimes we pretend to be someone else in the housekeeping center. It can be fun to pretend we are a mom or a dad or someone else. 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 might pretend to be a doctor. But we are not really a doctor.

Pretending is a fun way to do drama. **Drama** is when one person or a group of people tell a story through their words and actions. We can do drama ourselves or we can watch someone else use drama to tell a story through their words and actions.

[*Display two pictures of drama, one at a time.*]

- When people do a puppet show they change their voices and pretend to make the puppets talk. A **puppet** is a kind of doll that we make move. Have you ever seen a puppet show?



- When people act in a play they may pretend to be someone or something else. A **play** is a story that a person or a group of people act out. In this picture people are pretending to be puppets in the story of Pinocchio. Have you ever seen a play?



Ricky Brigante/flickr/(CC BY-NC-ND 2.0)

I am going to use two puppets to show how we can pretend to be someone else to tell a story. The puppets will be Alishia and Samuel. We talked about Alishia and Samuel on Day 1. They were both being

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Being Creative *continued*

Creative Expression

creative when they drew their idea of a tree. Listen carefully as Alishia and Samuel talk about their trees.

ACT: [*Use two puppets (one on each hand) to provide a brief dialogue you make up between Alishia and Samuel about their ideas for drawing a tree. Describe how each character is being creative with his/her idea for a tree. Example: "I am making a tree that is tall with small green leaves. My tree looks different than your tree, Samuel. We are each being creative and drawing our idea of a tree!" Change your voice to represent Alishia and Samuel. Move the puppet who is speaking.*

After the puppets talk, engage children in a brief conversation about how you used the puppets to tell the story about Alishia and Samuel's trees. Emphasize how you changed your voice and moved the puppets while they were talking. This is drama.]

RECAP: We are being creative through drama when we pretend to be someone else in telling a story through our words and actions. We used puppets in our classroom to show what drama can be like. We can be creative in a lot of different ways!

Scaffolding Tips

Extra support ■ When you introduce the puppet talk, remind children that both Alishia and Samuel drew pictures of trees. But their drawings did not look the same. They had different ideas about a tree. Their drawings were creative. ■ Just prior to the puppet talk, show and tell which puppet is Alishia and which puppet is Samuel.

Enrichment ■ Invite children to pretend to be someone else by changing their voice and actions.

Center Activity

Provide puppets for children to use and enjoy in pretend play. Invite children to retell something or make up what someone might say.

Family Child Care

Check the local library story time calendar for possible performances with puppets or a local theater troupe or high school group. Consider making this part of your upcoming activity planning for all children in your setting.

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WEEK 1

DAY 4

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Print knowledge

Children will understand some ways a book can be damaged.

Key Concepts

Review: Words
Listen
Cover
Author

Materials Needed

Picture-rich book (see Be Prepared)

Be Prepared: Secure a book no longer used in your room or center that will be of interest to children. Make a stain on the cover with juice or some other type of beverage. Beginning with the second illustrated and/or text page of the book, damage each, or most, pages of the book with one type of problem per page, such as marks of a marker, a simple drawing made with pencil, scribbles made with crayons, stickers affixed to a page, and page tears. The intent of an undamaged first page is to remind children of the benefits of looking at a page without a problem.

BEGIN: Yesterday we learned about different parts of a book. We use books each day in our classroom. Books are a good way to learn new things. Books are also fun!

Today we will learn how to take care of books. It is important to take good care of our books so we can enjoy them for a long time.

I have a book I want to share with you today.

ASK: [*Display book cover.*]

What do we see on the cover of our book? (title and author, illustration, a stain)

[*Point to each part of the cover as mentioned.*]

EXPLAIN: The front cover tells the title of the book. The book is called (title of book). The front cover also tells us the name of the author. Remember, the author writes the words of a book.

The author of this book is (author's name).

[*Point to stain on front cover.*]

ASK:

- What do you think happened here?

  [*Engage children in a discussion of how a stain might have happened.*]

- Let's look inside our book. Where should I begin reading on this page?

ACT: I will start reading with this word. Please watch my finger follow the words.

[*Read the first page as you point to each word.*]

I started here.

[*Point to first word.*]

Then I read the words across the page. I moved down to each line as I read. We read across the page and from top to bottom.

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Understanding Words *continued*

Language/ Literacy

[*Motion from left to right. Use your finger to demonstrate left to right and top to bottom as you point to the lines of words on the first page.*]

The words on this page told us some things.

[*Briefly describe what the first page communicated in words and/or picture.*

Read the second and subsequent pages as you point to each word. After reading the text on a page, draw attention to the damage and support children in talking about what might have happened. Examples: "Someone used a pencil to draw on Mr. Snail." "It looks like someone with muddy hands touched the book." "How do you think this page got a rip?"

Also describe difficulty in looking at pictures and reading words when there is damage. Example: "It is hard to see the pictures and words on this page. Some of the crayon marks are covering the words in our book. I am looking more at the crayon marks than at the words."

Compare a damaged page to the first page (which has no damage). Point out the ease of looking at a page without a problem.]

RECAP: Today we read a book called (title of book). Why was it hard to read and look at pictures in our book?

[*Engage children in a brief review of different types of damage to the book. Emphasize the difficulty of sharing a book that has been damaged.*]

Scaffolding Tips

Extra support ■ Pretend to read the second page with difficulty due to the markings. Explain that when we make our own book, we can draw or make pictures and add our own marks or words.

Enrichment ■ Ask children if they have ever looked at a book that had not been taken care of. What had happened to the book?

Center Activity

Provide the book used in today's activity. Encourage children to look at the pages and retell the story. Invite children to tell how the book could have been better cared for.

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WEEK 1

DAY 4

Understanding Words *continued*

Language/ Literacy

Family Child Care

Ask families to bring in books that have been damaged. Discuss with children ways to better care for the books. Set up a "book hospital" in your setting to repair damaged books. Preschool-age and school-age children will enjoy finding and/or bringing in damaged books and helping with their repair. Items for the "hospital" may include tape, glue, or white out. All book repair should be monitored by an adult.

This activity is informed by the following source: Warner, K. (2011, August 23). Teaching rules and routines: Taking care of books [Web log post]. Retrieved from http://www.kindergartenkindergarten.com/2011/08/teaching-rules-and-routines-taking-care-of-books.html.

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WEEK 1

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to link number words to groups of 1, 2, or 3 items without counting.

Key Concepts

Review: Count

Materials Needed

5 identical counters

Small box

5 crayons

5 pencils

5 markers

Also Promotes

Language/Literacy

Optional Reading

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss

BEGIN: We know that sometimes we can look at a small group of items and tell how many there are without counting.

[*Place 2–4 identical counters (circles) next to each other on a table for a few seconds. Then, cover them with the box.*]

ASK: How many circles did you see?

ACT: [*Do not comment on the accuracy of children's responses. After children have said how many, uncover the counters and say the number. Invite children to join you in counting the counters as you point to each.*



Repeat the above process several more times with a different number of counters (up to five), based on children's skill in telling how many without counting. Be sure to engage children in counting the number of counters after you show the group of counters again.

Then repeat the above process with three different types of items (crayons, pencils, markers), one type of item at a time (see Enrichment tip for adding challenge). Use children's counting skills to determine how many items to temporarily hide. Encourage children to join you in counting the group of items after children have an opportunity to tell how many.]

RECAP: Sometimes we can tell how many without counting. Today we looked at groups of items and figured out how many there were without counting.

Let's together count the number of fingers on one of our hands. We will want to say a number each time we point to one of our fingers.

[*Encourage children to count with you as they point to a finger on their hand.*]

How many fingers did we count?

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WEEK 1

DAY 4

Counting Things *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ If it is too challenging to tell how many without counting, practice counting small groups of items without hiding them. Point to and say a number for each item. ■ Vary the length of time children can see items (before putting a box over them) based on their counting skill. ■ If children have difficulty counting their fingers on one hand, count slowly and/or have children repeat each number after you say the number. ■ To provide additional experience with counting, sing again the "Five Fingers Song" introduced on Day 1.

Enrichment ■ For children with advanced math skills, present up to five items that include two different types of objects used today (example: one crayon and four markers). Show the group of items quickly, put a box over all items, and ask children how many of one type of item were shown. Example: "How many crayons were there?" To make it easier to identify the two different types of items, place the items in separate, nearby groupings. Provide more or less time to look quickly at the items, based on children's counting skills.

123 Center Activity

Provide counters for children to explore. Also provide a bowl. Invite children to place a small number of counters (up to five) in the bowl and say aloud the number of counters in their group. Suggest a number that matches a child's counting skill. Some children may easily manage more than five counters. Children who enjoy repetition and short-term memory activities may like to follow this pattern: Invite the child to put one counter in the bowl as he/she says the number. Remove the counter from the bowl. Now place two counters in the bowl (again, counting each) and then remove them. Now place three counters in the bowl (again, counting each) and then remove them.

Family Child Care

Try this activity throughout the day. Use similar items around the house. Example: Place two dolls on a blanket. Show them to a preschool-age child, and then cover the dolls with another blanket. Can the child identify how many dolls there were? School-age children may enjoy practicing this skill with dominoes. Invite school-aged children to choose a domino and name the number of dots without counting. Use dominoes with increasing numbers of dots as children become better able to name the amount without counting.

The activity is informed by the *Basic Hiding* game in the following source: Frye, D., Baroody, A. J., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). *Teaching math to young children: A practice guide* (NCEE 2014-4005). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov

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WEEK 1

DAY 4

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will understand that individuals are the same and different.

Key Concepts

Review: Same
Different

Materials Needed

* 2 pictures as shown

*Printables Provided

Revised: 12/1/2025

BEGIN: Today we will talk about ourselves and each other. We are all the same and different in many ways. Remember, when things are the same, they are exactly alike. When things are different they are not the same.

ACT: Stand up if you have clothes on today. Look! We are all wearing clothes. That is one way that we are all the same. Please sit down.

Now, stand up if you are wearing _____ (jeans, a certain color, a kind of shoes, etc.). Only some of us are wearing a _____. We are all wearing clothes, but we are all wearing different clothes.

We are the same and we are different! Let's celebrate that we are the same and different by giving our neighbor a high five!

EXPLAIN: I'd like to tell you about a little girl named Lexi and a little boy named Carlos. Lexi and Carlos are the same and different just like us.

Lexi has red hair and green eyes. This is a picture of Lexi.

[*Display provided picture of a girl.*]



Lexi

Lexi loves to dance and play with her friends. She has friends who are tall, short, older than her, and younger than her. Lexi likes to do nice things for her friends like share her toys and help them when they get hurt. Lexi loves cats but she doesn't have any pets at her house. Sometimes Lexi's dad makes spaghetti for dinner. Lexi loves spaghetti!

ASK:

- Does anyone in our classroom have green eyes like Lexi?
- Do you like to dance like Lexi?
- Lexi loves spaghetti! Do you like spaghetti?

EXPLAIN: Carlos has black hair and wears glasses. This is a picture of Carlos.

[*Display provided picture of a boy.*]



Carlos

Carlos likes to share toys with his friends. When it is nice outside, Carlos likes to play soccer. Carlos also likes to play with his pet worm. Carlos is proud of himself when he cleans his room. Carlos loves his two cats that he takes care of with his family.

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WEEK 1

DAY 4

Respecting Our Differences *continued*

Social Studies

ASK:
- Does anyone in our classroom wear glasses like Carlos?
- Does anyone here today have a pet worm or cats like Carlos?
- Lexi and Carlos are the same and different. What things do Lexi and Carlos both like? (playing with friends, sharing, cats)
- What things are different about Lexi and Carlos? (Carlos wears glasses, Lexi is a girl, Carlos has a pet worm and cats, Lexi doesn't have any pets)

RECAP: Today we talked about how people are the same and different. We are all wearing clothes, but our clothes are different. Do Lexi and Carlos have the same color of hair? (no; Lexi has red hair, Carlos has black hair) What does it mean for things to be different? (not the same)

Scaffolding Tips

Extra support ■ Expand on the main ways that Lexi and Carlos are the same and different by reminding children of parts of the story of each child. Example: "Remember, Lexi loves cats but she does not have any pets at home. Carlos loves his two cats that he takes care of with his family."

Enrichment ■ Invite children to describe one way they are the same as and one way they are different than a friend.

Center Activity

Provide small non-breakable mirrors or access to a freestanding mirror. Also, add a top hat, baseball cap, bow, mustache, different glasses, beads, hair bands, etc. Invite pairs of children to look at themselves and each other and tell how they are the same and different. Also, encourage children to look at two of them in one mirror. Ask children to tell you how their partner's face might be the same as or different than their own face.

Family Child Care

Point out similarities and differences to preschool-age children throughout the day. Example: "You both like to play with the dolls! But, Sarah likes to feed her doll and you like to rock yours in the chair." School-age children will enjoy painting a self-portrait and then discussing how the portraits are the same and different.

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WEEK 1

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand the concept of germs.

Key Concepts

New: Germs
Power

Materials Needed

Germs Are Not for Sharing by Elizabeth Verdick

Also Promotes

Language/Literacy

Optional Reading

Those Mean Nasty Dirty Downright Disgusting but... Invisible Germs by Judith Anne Rice

BEGIN: I am thinking of something so small that we can't see it. It is something that is all around us. It is something that can make us sick. What are your ideas about what I'm thinking of?

Let's talk about germs. **Germs** are very small things that can make our bodies sick.

ASK:
- Have you ever felt sick?
- What did you feel like when you were sick?

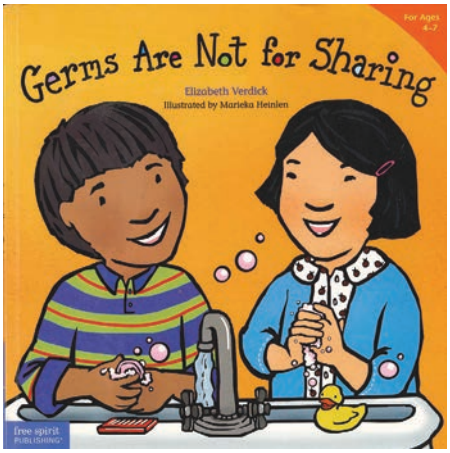
EXPLAIN: There are different ways we can feel sick. Our ear can hurt, our head can hurt, our throat can hurt, and sometimes our stomach can hurt.

Germs are small but powerful. Germs have the power to make us sick. The word **power** means that something can make things happen. Germs can make us feel sick.

Today we will read a book that tells us about germs.

[*Display book. Point to title as you read it.*]

ASK: What are the two children on the cover of our book doing?



ACT: [*Read the book through p. 27. Describe illustrations. Pause to talk about pages that seem confusing to children.*]

ASK:
- Where can we get germs? (in the air, food, water, and on all the things we touch)
- What can germs do to us? (make us sick)
- What can happen when germs get on our hands? (they can spread to other people)
- How can we get rid of germs on our hands? (wash our hands)

RECAP: Today we learned about germs. We cannot see germs but they have the power to make us feel sick. When are some good times to wash our hands? (before and after we eat, after playing outside or with pets, after we sneeze, cough, or blow our nose, after rubbing our eyes, after picking our nose, after counting our coins, after crying, after using the bathroom, whenever they're dirty)

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WEEK 1

DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Demonstrate for children how to blow and wipe your nose, and then toss your tissue in the trash. Also, demonstrate what to do when we cough (cover your mouth with a tissue, arm, or shoulder). Encourage children to practice.

Enrichment ■ Invite children to think of ways they may get germs in your classroom. (playing with toys, eating a meal, playing together, etc.) ■ After reading p. 3, explain to children that some germs are good. Some germs help the inside of our bodies to work properly.

Center Activity

Fill the water table or a tub with water and tear-free bubbles. Encourage children to pretend to wash dishes from the housekeeping center. Explain that when we wash dishes we are getting them clean and getting rid of the germs!

Family Child Care

Discuss with all children in your setting places where germs can be found. Encourage children to help you wipe down counter and tabletops and toys. Discuss with children ways to keep toys and furniture clean. Children may also enjoy the board book version of *Germs Are Not for Sharing* by Elizabeth Verdick.

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WEEK 1

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Print knowledge

Children will strengthen their understanding of how to properly care for books.

Key Concepts

Review: Words

Materials Needed

Damaged book from Day 4

Also Promotes

Social-Emotional

BEGIN: Yesterday we learned what can happen when we do not take good care of books. What kinds of things happened to the book we shared yesterday?

[*Support children in recalling 2–3 types of damage to yesterday's book.*]

EXPLAIN: Most books are made to last a long time. Books are to be used by different people. Books in our classroom may be used by anyone in our room. Books we borrow from a library may be used by other children when we return the book to the library. Some families give away books they no longer use.

ACT: [*Display damaged book from Day 4.*]

Let's use our book from yesterday to talk about ways to take good care of a book.

[*Use the damaged cover and pages to engage children in a discussion of how to properly care for books. Incorporate the following into the discussion:*

- *Keep a book away from food and things we drink*
- *Use paper for markers, crayons, pencils, stickers*
- *Use clean hands*
- *Turn pages carefully*
- *Keep books on table or shelf, not on a floor, when not being used.*]

EXPLAIN: We may look at a book that we do not like. Or we may look at a book that does not interest us.

ASK:

- Is it okay to toss the book to the floor? Why not?
- What should we do with a book we do not like or does not interest us? (put book where it belongs)
- Is it okay to draw pictures in a book we think is boring? Why not?

EXPLAIN: Someone else might really like a book that we do not like. Remember, each of us is unique. We like different things.

RECAP: We should take good care of all books, even books we might not like. Books are made to be used again and again by different people. Where do we put a book in our room after we have finished looking at it?

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WEEK 1

DAY 5

Understanding Words *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Show the Day 4 book at the beginning of the session if children have difficulty recalling different types of damage to the book. ■ Invite several volunteer children to demonstrate how to properly care for a book by: carefully turning pages, perhaps picking up books from the floor and placing on a table or shelf (see Enrichment tip).

Enrichment ■ Demonstrate how to put a book on a shelf so the front cover is facing out in its correct position (not upside down). Engage children in a conversation about how placing the front cover facing out is helpful to others. Demonstrate the benefit of placing the front cover facing out by comparing a book with its back cover facing out to a book with its front cover upside down. Invite several volunteer children to demonstrate front cover-facing-out book placement on a shelf.

Center Activity

Provide children with an assortment of books to look at and enjoy. Include the damaged book from the current session (and Day 4). Ask children to describe how to care for books.

Family Child Care

Arrange a specific time at your local library for a librarian to talk with all children in your setting about the proper care of books.

This activity is informed by the following source: Warner, K. (2011, August 23). Teaching rules and routines: Taking care of books [Web log post]. Retrieved from http://www.kindergartenkindergarten.com/2011/08/teaching-rules-and-routines-taking-care-of-books.html

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WEEK 1

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding of the concepts of number and counting, and that numbers are all around us.

Key Concepts

Review: Count

Number

Materials Needed

Five Little Monkeys Bake a Birthday Cake by Eileen Christelow

1–5 bottles of glue

Also Promotes

Language/Literacy

BEGIN: We are learning about numbers and counting. We count things to find out how many. We use numbers when we count.

Remember, a number tells us how many. One is a number. Two is a number.

EXPLAIN: We use numbers to tell how old we are.

[*Hold up three fingers, four fingers, five fingers as you say ages. Omit five years if there are no five-year-old children in your classroom.*]

Some of us are three years old. Some of us are four years old. Some of us are five years old.

ACT: We can use our fingers to show how old we are.

[*Encourage children to count with you as they point to or hold up one finger for each year of their age.*]



Let's count together: one year, two years, three years, four years, five years.

Now let's show each other with our fingers how old we are.

[*Encourage children to look at how many fingers their peers are holding up.*

Place 1–5 bottles of glue in front of you. Another common classroom item may be used if glue bottles are not available.]

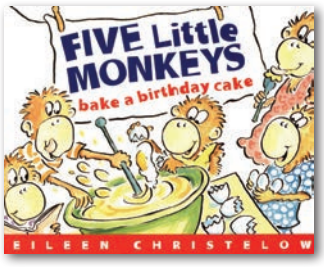
Please count with me to find out how many bottles of glue are in this group.

I will point to each bottle as we count. We will say a number each time I point to a bottle of glue.

[*When you finish counting, say the final number.*]

EXPLAIN: On Day 2 we read a book that helped us practice counting.

[*Display book cover.*]



We counted the number of monkeys on each page of our book. Let's look again at several pages and count together the number of monkeys.

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Counting Things *continued*

[*Select several pages that are appropriate to children's counting skills and count together the number of monkeys on each page.*]

ACT: Let's count from one to five while clapping our hands. We will clap once for each number we say.

[*Adjust the pace of counting according to children's counting skills.*]

EXPLAIN: We are learning how to tell how many without counting. We look quickly at a small group of things and know how many there are.

[*Quickly hold up and then hide 2–5 fingers, depending on children's counting skills.*]

ASK: How many fingers did I hold up?

ACT: [*Show again the number of fingers you held up and lead children in counting as you point to each finger. Say again the number of fingers when you finish counting.*

Repeat the process with a different number of fingers. Engage children in counting as you point to each finger. Be sure to say the number of fingers again when you finish counting.]

RECAP: This week we learned to count items in a small group. We also practiced looking at a small group and labeling the number of items without counting. We know that numbers are all around us. Who sees something in our classroom that we could count?

Scaffolding Tips

Extra support ■ After counting monkeys on selected pages of the *Five Little Monkeys* book, read the book again if time and children's interest permit. Use strategies from Day 2 to engage children with the book. ■ Vary the length of time you first hold up fingers (for telling how many without counting) based on children's counting skills. ■ If children have trouble counting and clapping at the same time, encourage them to say and clap each number after you. ■ Sing the "Five Fingers Song" at several points during the day for children who need additional experience in counting to five.

Enrichment ■ For children with advanced counting skills, provide five items that include three different types of objects (example: one pencil, two markers, two crayons). Show the group of items quickly, hide all items with a cloth, and ask children how many of one type of item were shown. Example: "How many markers were there?" Provide more or less time to look quickly at the items depending on children's counting skills. Encourage children to count each type of item after they have offered a response to your question(s).

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Counting Things *continued*

123 Center Activity

Invite children to explore building in the block center two small structures that differ in the number of blocks used. Example: One tower with two blocks and another tower with five blocks.

Family Child Care

Encourage preschool-age and school-age children to count items throughout the day. Examples: Count snack items at snack time, count crayons in a box, count buttons on a shirt. Encourage preschool-age children to count a group of items and then encourage school-age children to add to the number of items to achieve a group of a given number. Example: "Clara counted four crayons on the table. Nickolas, how many more crayons do we need to make a group of eight crayons?"

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WEEK 1

DAY 5

Respecting Our Differences

Social Studies

3–5 YEARS

Be Prepared: Today's activity involves making a full-body tracing of each child. It may be beneficial to form two smaller groups of children with another adult helping one of the groups to better manage the activity. Children may wish to make an image of themselves on their tracing during center time.

Large Group

Skill and Goal

Individual differences

Children will identify their unique physical characteristics.

Key Concepts

New: Unique

Materials Needed

Large pieces of butcher paper—1 per child

Optional Reading

Celebrate You! Celebrate Me! by Leslie Kimmelman

BEGIN: We are learning that we are all the same and different. Each one of us is unique in our very own way. **Unique** means that there is no other person just like you.

ASK:
- Do any of us here today look exactly the same?
- What are some of the ways we look different?

EXPLAIN: Today each of us will create a tracing of ourself.

We will each have a chance to lie on the floor so someone can trace our body.

ACT: [*Invite each child to lie down on a piece of butcher paper as an adult traces his/her body. As children wait their turn, they may enjoy quietly pretending to trace their body. As you trace each child, comment on parts of the tracing. Example: "Did you know you are so tall?"*

Briefly mention similarities and differences as you trace children. Example: "I see that Chandelle's head is different than Marco's head. How are they different?" Gather children again into a larger group when tracings are complete.]

RECAP: Together we created tracings of our whole group today! We are all in the same classroom. But we don't look the same, do we? Each of our tracings shows how unique we are. No two of us are exactly alike. During center time today we can make our tracing look like ourself. We can use markers and crayons to make our face or clothes.

Scaffolding Tips

Extra support ■ If children have difficulty waiting their turn to be traced, invite them to help you trace other children. You may wish to use hand-over-hand as you together trace a child.

Enrichment ■ Ask children to describe differences in their tracings. Example: "Mara, how are your hands different from Luke's hands?"

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WEEK 1

DAY 5

Respecting Our Differences *continued*

Social Studies

Center Activity

Provide crayons and markers for children to use in adding features to their tracings. Also, provide non-breakable mirrors for children to use as they draw their facial features. Hang the tracings where they are visible in the classroom or hallway.

Family Child Care

Provide children with a piece of paper with the title, Things I Like. Provide several pre-chosen magazine pages of items that are appropriate for young children and scissors. Invite preschool-age children to cut out pictures from the magazine pages of things they like and glue them to the paper. School-age children may enjoy drawing additional items on their paper. Display the papers in your setting when they are finished. Ask children to describe why they like each thing. If time permits, transcribe preschool-age children's narration and post with their creations. School-age children will enjoy writing their own descriptions.

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WEEK 1

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Be Prepared: The activity extends yesterday's focus on germs by providing an opportunity to review your classroom's rules for handwashing. Use existing handwashing posters in your classroom or center for the activity. Two posters are offered for your use if classroom or center posters are not readily available. Describe your classroom's procedures, which may differ from the information offered below. Adapt information in this plan to represent your classroom's practices.

Skill and Goal

Good health practices

Children will understand proper handwashing steps and when to wash their hands.

Key Concepts

Review: Germs
Power

Materials Needed

*Don't Forget to Wash poster

*Handwashing sequence cards

*When to Wash Your Hands poster

Germs Are Not for Sharing by Elizabeth Verdick

*Printables provided

BEGIN: Yesterday we read a book about germs and what we can do to protect ourselves from germs. Remember, germs are small, but powerful. Remember, the word power means that something can make things happen. Germs can make us feel sick.

ASK: How can we protect ourselves from germs? (wash our hands, cover our mouth when we sneeze or cough)

EXPLAIN: Please watch me put my hands under some water at our sink.

[*Run your hands quickly under water at the handwashing sink in your classroom. Do not use soap. Do not scrub or rub your hands. Do not use a paper towel. Make sure all children can see your actions.*]

ASK:

- Did I do a good job of washing my hands? (no)
- What did I forget to do? (use soap, scrub or rub hands together, dry hands with paper towel)

EXPLAIN: Today we are going to talk about good ways to wash and dry our hands.

We have a poster to remind us of the right way to wash our hands.

ACT: [*Display your classroom's poster of handwashing steps or use the provided Don't Forget to Wash poster.*

Point to and read each step. Describe the step in your own words. Demonstrate the action shown in the step and encourage children to do the action (pretend).]



EXPLAIN: [*At the conclusion of reviewing each step on the poster, point to step #3:*]

Our poster says to wash our hands for 20 seconds. There is a simple way for us to know how long 20 seconds lasts. We can sing a short song about washing our hands. We wash our hands during all of the

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Staying Healthy and Safe *continued*

time we sing our song. Our song lasts for 20 seconds. We know we have washed our hands for 20 seconds when we finish the song.

I will sing the song to you. Then we can sing it together.

ACT: [*Sing the song slowly and say the words clearly as you do the matching hand motions. Then invite children to join you in singing the song again.*

Remind children of the two songs suggested in the book used on Day 4. Each of the songs should be sung twice while washing their hands.]

A Handwashing Song

(to the tune of Frère Jacques)

Tops and bottoms
Tops and bottoms
In between
In between
All around my hands
All around my hands
Make them clean
Make them clean



EXPLAIN: There is a game we can play with cards that show the steps we use for washing our hands.



[*Display and describe each of the six cards in their proper order. Emphasize order in your discussion. Spend more time describing each step if the steps on the cards differ somewhat from your classroom's poster.*]

We are going to mix up the cards and then find out if we can put the cards in the right order.

ACT: [*Spread the cards face up in random order so all children can see them. Ask for volunteers to pick out the card that shows the first step of washing our hands. Continue until the six steps are in order. Invite different children to participate in selecting each card (step) so the activity is not dominated by a few children.*]

EXPLAIN: We are reminding ourselves of the right way to wash our hands. Now let's remind ourselves of <u>when</u> we should wash our hands.

ASK: What are some times we need to wash our hands at our center and when we are at home?

[*Display your classroom's poster of when children are to wash their hands or use the provided poster as a visual for this discussion.*

Point to the poster's picture that corresponds to children's responses. Use the poster pictures as reinforcement.]



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WEEK 1

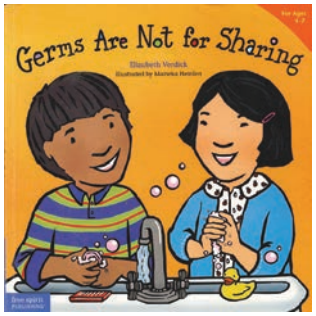
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

RECAP: Today we reminded ourselves of how to wash our hands the right way. We learned a little song to help us wash our hands for 20 seconds. We also reminded ourselves of when we should wash our hands. What are we getting rid of when we wash and dry our hands the right way? (germs) What can germs do? (make us sick)

Scaffolding Tips



Extra support ■ Encourage children to practice each of the handwashing steps depicted on the cards during the game. ■ Display and review the 10 good times to wash our hands on pp. 24–25 of the *Germs Are Not for Sharing* book introduced on Day 4.

Enrichment ■ At the end of the session, encourage children to say and do pretend actions for the handwashing steps without looking at a poster.

Center Activity

Provide the *handwashing sequence cards. Encourage children to work with a friend to put the cards (steps) in the right order.

*Printables provided

Family Child Care

To help all children in your setting understand how easily germs can spread, use small pieces of masking tape or a sticky note to mark places that children touch during a play period (or part of a play period). At the end of the play period, talk with children about all of the places where germs may have been left during play time. Emphasize how washing our hands can help keep germs from spreading.

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WEEK 2

What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Sounds and Words

- Listening to and identifying one and then two single sounds (Days 2, 4)
- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)

Mathematics

Counting Things

- Practice counting things around us (Days 1, 5)
- How to verbally count groups of up to five items (Days 2, 5)
- How to recognize and form groups of two items (Days 3–5)

Self-Regulation

Using Self-Control

- How rules help us to keep safe, get along with others, pay attention, and learn (Days 1–2)
- Our classroom rules (Day 1) and circle time rules (Day 2)

Social-Emotional

Getting Along with Others

- Practicing how to ask someone to play (Day 3)

Social Studies

Respecting Our Differences

- How we are the same and different (Days 4–5)
- How we can look the same and still be different (Day 5)

Creative Expression

Being Creative

- We use our own ideas to be creative with dance, drama, and music (Day 1)
- Ways we can be creative in classroom centers (Day 2)
- Describing our ideas of what to do during center time (Day 3)

Physical/ Health

Staying Healthy and Safe

- Germs can spread by touching things (Day 4)
- Germs can travel through the air when we cough or sneeze (Days 4–5)
- Sneezing into a tissue or into our arm can stop germs from spreading (Day 5)

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WEEK 2

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Words We Understand

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: Understand
Character
1 or 2 novel words in book (see Be Prepared)

Review: Listen
Routine
Schedule
Author
Illustrator
Words

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

Also Promotes

Self-Regulation

BEGIN: Let's all get ready to listen to a book. Who would like to remind us what it means to listen? (to pay close attention to what we hear)

EXPLAIN: Books use some words we may not know. Reading a book is a good way to learn new words. We will talk about words each time we read a book.

I will write the words we learn today on our chart. Our chart has a title just like a book has a title. The title of our chart is: Words We Understand.

[*Point to each word as you say it.*]

"Understand" is a big word. Let's say the word "understand" together: un-der-stand.

ASK: What do you think it means to understand something?

EXPLAIN: When we **understand** something, we know what something means or how something works.

ASK:

- Do we understand our classroom routines? Remember, a routine is the order in which we do things.
- Where can we find the order in which things happen in our classroom? (schedule)

EXPLAIN: Our schedule helps us understand what happens in our classroom.

We know what it means to understand something.

ASK: Should I write the word "understand" on our chart?

EXPLAIN: [*Display cover of book.*]

This is the cover of our book.

ASK: What do you think this book might be about?

[*Follow-up prompt, if needed: "What do you see on the cover of the book?"*]

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Understanding Words *continued*

EXPLAIN: The title of this book is _____.

[*Point to words as you say them. If the book title includes one of today's novel words, provide a definition now. Example: "Our book today is about a very small seed. It is a tiny seed. Tiny means very small or little."*]

The author of the book is _____.

[*Point to author's name.*]

ASK: What does an author do? (writes the words in the book)

EXPLAIN: The illustrator of the book is _____.

[*Point to illustrator's name.*]

ASK: What does an illustrator do? (creates the pictures)

EXPLAIN: Today let's talk about two words that are in our book. One word is _____. The word _____ means _____. Another word in our book is _____. The word _____ means _____.

I will write these two words on our chart.

[*Point to and say each word as you write it.*]

ACT: Now we will read our book. We will begin reading right here.

[*Point to first text word.*]

This is the first word in our book. Remember, words tell us important information about something. There are lines of words in our book. We will read the lines of words like this:

[*Use left-to-right motion across print.*]

Be sure to use your ears and your eyes while we read. We will talk about the book after we read it.

[*Read the book without inviting talk until you have finished reading. Point to and describe illustrations directly related to the text. Remind children that words tell us things. Elaborate on words, events, or characters that seem confusing to children.*]

ASK: [*Focus discussion of the book on recall and novel words introduced earlier in the session.*]

- What is our book about?
- A **character** is a person or an animal (or creature) in a book. Who were the main characters in our book?
- What happened first? What happened next?

[*Point to and read each word on the chart.*]

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WEEK 2
DAY 1

Understanding Words *continued*

Language/ Literacy

- What does the word _____ mean? What does _____ mean?

EXPLAIN: [*Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'department.' Remember, a department is a section of a large store. Corduroy once lived in the toy department." Point to and describe any pictures in the book directly related to the novel word.*]

RECAP: Today we read a book about _____. We talked about the words _____ and _____. Remember, when we understand a word we know what the word means.

Scaffolding Tips

Extra support ■ Point to and describe some pictures in your posted classroom schedule if children seem uncertain in responding to the classroom schedule question. ■ If a novel word pertains to an item or picture available in your classroom or center, display the item or picture as an additional source of help to children in understanding a word. ■ To support the discussion of things children understand about the classroom, offer suggestions in the form of questions. Examples: "Do we understand where to find our cubbies?" "Do we understand what 'clean up time' means?" "Do we understand what happens after we eat breakfast?"

Enrichment ■ Invite a volunteer child to point to the place on the page where you begin reading (rather than you pointing to the place). Invite another volunteer child to show with a hand and arm motion which direction we use to read a line of words (rather than you showing the left-to-right motion). ■ Ask children (while pointing) where you should write a new word on your chart (at the bottom or under the title of the chart?).

Center Activity

Provide the book used in today's reading plus any figures or manipulatives related to the book that children could use as props in retelling the book. Ask children what they remember about the book or to describe how they are using items related to the book.

Family Child Care

Preschool-age children in your setting will enjoy having you read an age-appropriate book with them. Invite preschool-age children to help you describe pictures in the book. Provide age-appropriate books for younger children in your setting to look at while preschool-age children pursue the center activity. Children may enjoy pointing to the place on the page where you begin reading the book and the direction in which you read the line of words (see Enrichment tip).

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WEEK 2

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will connect number words to the amount of items they represent, and count small groups verbally.

Key Concepts

Review: Count

Materials Needed

None

BEGIN: We are learning to count! We can count our fingers, we can count our feet, and we can count things all around us.

ASK:
- Can we count our ears?
- How about our legs?
- Can we count our nose?
- How many noses does each of us have?

EXPLAIN: When we count, we say numbers to know how many. Please help me count some things.

[*Encourage children to join you in counting groups of five or fewer items in your classroom. Examples: paintbrushes, dolls, trucks.*]

ASK: Now I will tell you how many of something I have. Please tell me if I am correct.
- I have three eyes. Am I correct?
- I have two feet. Am I correct?
- I have three ears. Am I correct?
- I have two hands. Am I correct?

[*If children say that you are incorrect, ask how many you have and how they know.*]

ACT: Let's all hold up three fingers and count them together to be sure we have the correct number of fingers.

Who can hold up one finger? Let's count together to be sure.

[*Encourage children to practice holding up and counting 1, 2, and 3 fingers at a time. Count together to be sure.*]



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EXPLAIN: We are getting so good at counting! Let's count from one to five and stomp our feet once for each number we say together.

RECAP: Today we practiced counting. We also figured out if I was correct when I counted things on my body. When we count, we say numbers to know how many.

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WEEK 2
DAY 1

Counting Things *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ If children have trouble holding up their fingers, take extra time to show them how to hold up 1, 2, and 3 fingers. This fine motor activity can benefit from slow practice.

Enrichment ■ Ask children to lead the "Am I Correct?" activity.

123 Center Activity

Provide empty egg cartons and small counting manipulatives. Encourage children to make small groups of two or three in each section of the egg carton. As children make their groups, ask how many are in each group.

Family Child Care

At snack time, ask preschool-age children if they'd like 1, 2, or 3 crackers (or other snack item). Give them an amount different from what they requested and ask, "Am I correct?" Ask children to tell you how many you gave them. Strengthen school-age children's counting abilities by giving them several crackers and asking how many more they would need to have ___ crackers. Then, encourage children to count the new group of crackers.

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WEEK 2

DAY 1

Using Self-Control

Self-Regulation

3-5 YEARS

Be Prepared: This activity introduces or reviews your classroom's rules for behavior. Examples of typical rules are included in the activity. Pictures in the sample chart (see below) are provided. Each child will need a picture of a rule used on your chart.

Large Group

Skill and Goal

Self-control

Children will understand classroom rules.

Key Concepts

New: Rule

Materials Needed

*Picture chart of classroom rules (see Be Prepared)

*Picture of each rule—1 per child

*2 pictures as shown

*Printables Provided

BEGIN: Today we will talk about rules. A **rule** tells us how to behave. Rules at home or in our classroom keep us safe and help us to get along with each other. Rules also help us pay attention.

EXPLAIN: We could get hurt or not get along well with others without rules. We also may not know what is happening or what we are expected to do.

Today we will talk about rules in our classroom and also practice what they look like.

First, let's talk about each classroom rule. We will practice each rule after we talk about it. We will show each other what the rule looks like when we practice it.

ACT: [*Give each child a copy of one of the pictures on the chart and/or a picture of other rules you may have in your classroom. Go through each rule, pointing to the rule on the chart as it is discussed. Encourage children to show how each rule should look. Then ask children to hold up a picture of the rule discussed, if they have it.*]

- *Invite children to demonstrate listening ears*. Why do we need listening ears? (to hear the speaker) Who has a picture of listening ears?
- *Invite children to demonstrate looking eyes*. Looking eyes are open wide and are faced toward the speaker. Why do we need looking eyes? (so we can see what the teacher is showing us, so we know what to do next) Who has a picture of looking eyes?
- *Invite children to practice walking around the classroom*. How does walking slowly and carefully in the classroom keep us safe? (we won't fall, run into each other, etc.) Who has a picture of walking feet?
- *Invite children to describe examples of helping hands*. (sharing, cleaning up, etc.) Why do we need helping hands? (so our classroom works well, things get put away so we do not trip



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Using Self-Control *continued*

over something, etc.) Who has a picture of helping hands?

- *Invite children to show an example of how to wash their hands*. (use soap, rubbing their hands together, rinsing their hands) Why do we need to wash our hands? (to keep us clean, to get rid of germs, to keep us from getting sick) Who has a picture of someone washing their hands?
- *Invite children to describe what it means to use an inside voice*.

[*Display pictures of "Inside" and "Outside" voices. Point to words on each picture as you say them.*]





EXPLAIN: This is a picture of a mouse. The words above the picture say "Inside Voice."

This is a picture of a lion. The words above the picture say "Outside Voice."

ASK:
- What does a mouse voice sound like? (quiet, "squeak, squeak")
- What does a lion voice sound like? (loud, "ROAR!")

EXPLAIN: When people speak in an inside voice, they speak so only those around them can hear. I am speaking in an inside voice right now.

- Sometimes an inside voice needs to be very quiet like a whisper. When people around us are napping or we are at the library, we should use our inside voice that is a whisper.
- The picture of the mouse on our chart helps remind us that inside voices are quiet. An inside voice is not a loud voice. Let's practice our inside voices.

ACT: [*Encourage children to speak to each other in an inside voice. Then, encourage them to use the inside voice needed during naptime or in the library (whisper).*]

EXPLAIN: When someone speaks in an outside voice, their voice can be heard by everyone. When I speak very loudly or yell, I am using an outside voice. The picture of the lion on our chart helps remind us that outside voices are loud. Let's practice our outside voices.

ACT: [*Encourage children to use an outside voice briefly. Discuss why an outside voice should not be used inside (cannot hear others, hurts your ears in a small space).*]

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WEEK 2
DAY 1

Using Self-Control *continued*

Self-Regulation

ASK: [*Point to the appropriate animal when each voice is discussed.*]

- When should we use our inside voice? (in the classroom, in the bathroom, during naptime so we do not wake up children who are sleeping, in a library so we do not bother others who are looking at a book)
- When should we use our outside voice? (outside, in an emergency) When we are outside, we don't have to use a loud voice, but we can if we want to.

RECAP: Today we talked about rules in our classroom. Remember, a rule tells us how to behave. Our rules keep us safe and help us get along with each other. Rules also help us pay attention.

Scaffolding Tips

Extra support ■ Describe several rules children might have at home. Examples: walking in the house, cleaning up your toys, sharing toys. ■ For children who need additional help in demonstrating a rule, demonstrate as they follow your lead. Begin picking up toys from the floor. Example: "My helping hands are picking up the toys. What can your helping hands do?" ■ Recognize desired behavior. Example: "Nathan, thank you for using your looking eyes to look at me while I'm speaking." ■ Post on a wall in your classroom the rules children are expected to follow and the "Inside" and "Outside" voice pictures. Pointing to these visuals frequently is beneficial for children because it is challenging to remember rules.

Enrichment ■ Encourage children to act out the rules with puppets. ■ Practice rules with children again. As you name each rule, invite children to stand if they have a picture of the rule. Encourage children to say why each rule is important.

Center Activity

Supply puppets. Invite children to use the puppets to act out getting praised for following a rule. Using the puppets, demonstrate what it looks like when a rule isn't followed. Example: Use a puppet to illustrate what could happen if someone ran in the classroom. Also, with a puppet, model how to use praise when a rule is followed.

Family Child Care

Discuss with all children in your setting the importance of rules specific to your setting. Some rules in your setting may be similar to rules in their homes. Example: Do not touch the stovetop because it may be hot. Invite school-age children to help write additional rules on chart paper.

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WEEK 2

DAY 1

Being Creative

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Appreciation of dance, drama, and music

Children will strengthen their understanding of dance, drama, and music as forms of creative expression.

Key Concepts

Review: Dance
Idea
Creative
Drama

Materials Needed

CD with upbeat music

CD player

2 or more of same musical instrument (see Be Prepared)

Also Promotes

Physical/Health

Be Prepared: Select a CD with upbeat music that is familiar to most children. Avoid music that children in your classroom may be accustomed to dancing to in the same way. For the final segment of today's activity, secure two or more of the same type of musical instrument (such as drums). Omit this final segment if time and/or instruments are not available. Today's activity emphasizes differences in how we do creative things.

BEGIN: [*Play a brief segment of music and invite children to dance any way they wish. Remind children that we move our bodies when we dance. Encourage children to sit when you turn off the music.*]

ASK:

- Did everyone dance the same way to our music?

  [*Follow-up prompt, if needed: "Did Jamal dance the way Tenisha danced? How did they dance?"*]

- Why did we dance in different ways?

EXPLAIN: Each of us had an idea about how to dance. We know that when we dance we move our body to the music. Remember, an idea is a thought we have. We had different ideas about how to dance.

Last week we talked about the trees that Alishia and Samuel drew. Their drawings of a tree were different. Alishia and Samuel had different ideas about what a tree looks like.

We were being creative when we danced to our music. We know that we use our ideas to make or do something new when we are creative.

Last week we learned that drama is another way we can be creative. Remember, in drama we pretend to be someone or something else.

Let's stand and think of some ways to pretend we are someone or something else.

Here is an idea. Two of us can pretend to be friendly dogs (or animals of interest to children in your classroom). One dog can ask the other dog to play (or "talk" back and forth with different barking sounds).

How could a dog try to get another dog to play? (or: How could two dogs "talk" with one another?)

ACT: [*You and a volunteer child or two volunteer children can act out a scene of one dog inviting another dog to play or two dogs talking with one another. Barks or whines or playful jumping actions are some options for pretending to play like a dog. Example: "Have fun jumping with me!"*]

What are some other ideas of how we can pretend to be someone or something else?

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Being Creative *continued*

Creative Expression

[*Encourage children to act out their ideas based on their interests. Examples: Two children pretending to play in the sand, some or all children pretending to fly like butterflies, some or all children pretending to get dressed.*

At the conclusion of children pretending to be someone or something else, engage children in a brief discussion of differences. Example: "Do you think Sam and Angel have the same idea about how a dog barks?"]

Last week, we also learned that we can be creative by singing or playing instruments to make music.

[*If there is sufficient time and two or more of the same musical instrument, give one instrument to two or more volunteer children. Invite children to create their own music with the instrument as they play their instruments together.*]

Did everyone play the instrument in the same way?

RECAP: Today we used our own ideas to be creative with dance, drama, and music. Why didn't we all do the same thing? (because we have different ideas)

Scaffolding Tips

Extra support ■ In the opening dance activity, remind children to not bump into someone or get into someone's way. ■ Remind children that things that are different are not the same; they are not alike (Introduced in Social Studies Week 1, Day 4).

Enrichment ■ Encourage children to talk about ways to extend or elaborate on one of the pretend scenarios. Examples: "What might happen if a third dog came along and wanted to also play?" "Let's imagine a butterfly lands on someone's nose! What would happen then?"

Center Activity

Provide many different open-ended art materials. Examples: paper, crayons, markers, glue. Invite children to think of an idea and then create something from their idea. Encourage children to discuss their idea about what they are creating.

Family Child Care

When reading a book in your setting, talk about ideas the author and/or illustrator might have thought about when writing or illustrating the book. Invite preschool-age children to think of ways the author or illustrator was creative. School-age children may enjoy being creative as they make the cover of a book on a topic of interest to them.

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WEEK 2

DAY 2

Understanding Sounds

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will listen to and identify single sounds.

Key Concepts

Review: Listen

Materials Needed

Prepared chart paper (see Be Prepared)

Marker

Items for making sounds (see Be Prepared)

Small box with lid

Also Promotes

Self-Regulation

Be Prepared: Write the following at the top of a chart paper: Sounds We Heard. Today's listening game follows a three-part sequence: (1) introduce four different sounds with children's eyes open; (2) invite children to close their eyes and you make one of the sounds previously demonstrated; (3) ask children to open their eyes and call on one child to guess the sound you made. The three-part sequence is repeated until each child has an opportunity to identify a sound. When appropriate, hide items you use for making a sound in a box with a lid. Write sound names on chart paper. Make single sounds that may be familiar to children. Possibilities include:

- blowing a whistle
- crumpling paper
- closing a door
- hammering
- clapping
- phone ringing
- ringing a bell
- rubbing hands together
- water running
- clicking with tongue
- stomping
- sharpening a pencil
- zipper
- whistling
- turning pages of a book
- coughing
- knocking on a door
- cutting with scissors
- stapler
- snapping fingers
- opening a drawer
- blowing nose

BEGIN: Today we will play a listening game. We will listen to sounds and try to guess each sound. Show us your listening ears!

[*Point to your ears.*]

Remember, when we use our listening ears we pay close attention to what we hear.

EXPLAIN: I have a stapler. Let's listen carefully to the sound it makes.

[*Demonstrate use of a stapler.*]

Now let's listen to the sound of my fingers snapping.

[*Demonstrate snapping fingers.*]

Let's listen to the sound of a zipper zipping.

[*Demonstrate a zipper zipping.*]

Let's listen to one more sound. Let's listen to me knocking on the door.

[*Demonstrate knocking on the door.*]

Now we will listen to the sounds with our eyes closed. We can pay better attention to what we hear when our eyes are closed. After we close our eyes, I will make one of the sounds we just heard. Then we will try to guess the sound.

I will ask one person to tell us the sound after we open our eyes. This way we can make sure everyone gets a turn to tell us a sound. Please do not say the name of the sound out loud unless it is your turn.

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Understanding Sounds *continued*

I will hide in this box some of the things that may make a sound.

[*Point to box.*]

ASK: Are you ready to use your listening ears? Okay! Let's close our eyes.

ACT: [*After all children have closed their eyes, make one of the sounds introduced previously. After you've made the sound, hide the sound-making item in the box (if appropriate), ask children to open their eyes, and invite one child to guess the sound. If other children offer ideas, remind them that everyone will have a turn to guess a sound. We need to wait for our turn.*]

ASK: What was the sound?

EXPLAIN: I am going to write the names of the sounds we hear on our chart.

[*Point to chart and to each word in the chart's title as you read the words.*]

The words at the top of the chart say Sounds We Heard. I will write the word _____ on our chart.

Sounds We Heard

[*After you write the sound word on the chart, point to the word and read it aloud.*]

We are working hard to use our listening ears! Let's close our eyes and listen to another sound.

ACT: [*Of the three remaining sounds introduced with children's eyes open, make one sound at a time with children's eyes closed. After each sound, encourage children to open their eyes. Ask one child to identify the sound. After writing the name of each sound on the chart, point to the word and read it aloud.*

After each of the initial group of four sounds has been identified, demonstrate four more sounds with children's eyes open. Then ask children to close their eyes and use the same procedure for encouraging children, one at a time, to guess a single sound you make. Continue this sequence until each child gets a turn.]

RECAP: Today we played a listening game. We closed our eyes and listened to a sound. Then we opened our eyes and guessed the sound. Each of us had a turn to guess a sound. Let's look at our chart to remember all of the sounds we guessed in our listening game. Our chart says Sounds We Heard.

[*Point to each word as you say it.*]

We heard _____.

[*Point to and say the name of each sound on the chart.*]

We guessed a lot of sounds!

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WEEK 2

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Some children may wish to take a "pass." Be sure to provide another opportunity to make a guess after other children have taken their turn. ■ If a child's guess is inaccurate or a child seems hesitant to make a guess, provide a clue. Examples: "The sound can be made with our hands." "The sound is made by something we wear." If your assistance does not help a child make an accurate guess, repeat the sound, show how the sound is made, and say the name of the sound. Positively acknowledge all child efforts. Discourage other children from providing a guess by reminding children that everyone will get a turn. ■ Model use of a complete sentence when children guess a sound. Example: "Tenisha thinks she heard paper being cut with scissors." ■ If the introduction of four sounds seems too challenging for children, introduce three sounds.

Enrichment ■ Invite children, one at a time, to come to make a sound for other children to guess with their eyes closed.

Center Activity

Provide a basket of items that can be used to make sounds. Examples: bell, drum, baby rattle. Encourage children to take turns secretly choosing an item and making a sound with it as the other children close their eyes and guess the sound.

Family Child Care

Invite children to try this game outside. Invite school-age children to use outside toys and items to make sounds. Examples: tricycle, ball, swing. Encourage preschool-age children to guess what made each sound.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 2

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will verbally count up to five items.

Key Concepts

Review: Count
Number

Materials Needed

What Comes in 2's, 3's, & 4's? by Suzanne Aker

Also Promotes

Language/Literacy

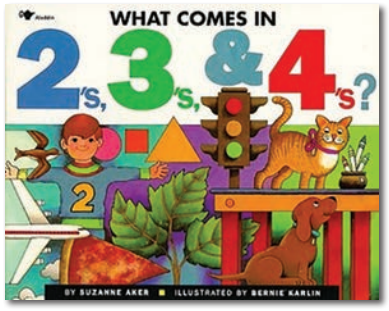
BEGIN: We are practicing how to count. When we count, we say numbers to know how many. Let's count five fingers together and say a number for each finger.

[*Lead children in counting out loud as they point to each finger.*]

ACT: Now, let's all clap five times. Remember, we need to say one number with each clap so we know how many times we've clapped. This is counting!

[*Encourage children to count with you as you clap five times. Say the number each time you clap.*

Display book cover.]



EXPLAIN: Today we will read a book called *What Comes in 2's, 3's, & 4's?*

ASK: Do you think our book will be about counting? (yes!)

ACT: [*Introduce the book by pointing to the title of the book as you read it.*

- *Introduce the author and the illustrator of the book. As you read, point to the text so children can see that the words tell the story.*
- *Pause on each page to discuss the picture and count the group of items in each picture. Encourage children to count with you. Point to each item as you lead children in counting.*
- *After you count the items in a group, say aloud the final number. Example: "There are four wheels on this car. Let's count them together; 1, 2, 3, 4. There are four wheels."*]

RECAP: Today we read a book called *What Comes in 2's, 3's, & 4's?* We counted groups of things on each page. When we count, we say numbers to know how many.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Count fewer than five fingers and clap less than five times if counting to five is too challenging for children. ■ Count (and clap) at a slower pace. ■ During the book sharing, repeat counting items in a group (while pointing to each item) before moving to the next page. ■ At another time during the day, use the book again with one or several children who may benefit from pointing to items in the book while you guide them in counting.

Enrichment ■ During the book sharing, invite children with advanced counting skills to take turns leading children in counting in a group. One child could lead the counting (at an appropriate pace you may need to guide) while another child points to items on a page.

123 Center Activity

Provide *small dot cards with 1, 2, and 3 dots on each of five cards (total of 15 cards). Mix up the cards. Invite children to sort the cards into three piles by number of dots.

*Printables provided

Family Child Care

Provide children with several copies of *Five Little Monkeys Bake a Birthday Cake*. Encourage preschool-age children to find groups of two in the book. Examples: Two eyes on each monkey, two pots on the stove. School-age children will enjoy finding larger groups in the book such as groups of 10. Examples: 10 monkey feet, 10 monkey hands.

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WEEK 2

DAY 2

Using Self-Control

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand circle time rules.

Key Concepts

Review: Rule

Materials Needed

*Picture chart of circle time rules (see Be Prepared)

*Printables provided

Optional Reading

Know and Follow Rules by Cheri J. Meiners

Be Prepared: This activity introduces or reviews your classroom's rules for circle time. Examples of typical rules are included in the activity. Place pictures of children following circle time rules on a chart with rules listed by each picture (see example below). Pictures in the sample chart are provided.

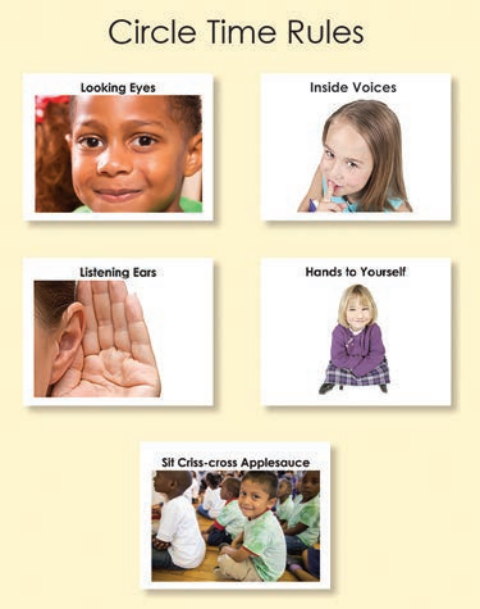
BEGIN: Yesterday we reviewed our classroom rules. Remember, a rule tells us how to behave. Who can tell us one of our classroom rules and then show what it looks like?

EXPLAIN: Today we will talk about our rules for circle time. When we sit together during circle time, there are rules that help us to learn, get along, and pay attention. Let's review some of our circle time rules.

Let's practice our circle time rules. When we practice our rules, we will show each other what they look like.

ACT: [*Go through each rule, pointing to the rule on the chart as it is being practiced. Encourage children to show how each rule should look. Examples:*]

- Looking eyes means that children are looking at the speaker. Children should look at you as you are speaking.
- Hands to yourself means putting your hands in your lap.
- What picture on our chart shows how to sit criss-cross applesauce?



EXPLAIN: Our circle time rules help us in many ways. When we use our looking eyes and listening ears we can better pay attention to the things we are learning. Circle time rules also help us get along with each other and respect our neighbors.

ASK: What circle time rules help us get along with each other and respect our neighbors? (quiet voices, hands to yourself, criss-cross applesauce)

EXPLAIN: When we are quiet, we can hear what others are saying. When we keep our hands to ourselves and sit criss-cross applesauce, we help the people around us also look and listen.

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WEEK 2

DAY 2

Using Self-Control *continued*

Self-Regulation

RECAP: Today we reviewed our circle time rules. Who can tell us why we have rules for circle time? (they help us learn, they help us get along, they help us pay attention) What is one of our circle time rules?

Scaffolding Tips

Extra support ■ For children who may need an extra reminder to keep hands to self during circle time, gently put a child's hands in his/her lap to help model "hands to yourself." Recognize desired behavior. Example: "Alex, you are doing a great job of getting along with others by keeping your hands to yourself!" ■ Post the chart on the wall and consistently use it to remind children of expected behavior.

Enrichment ■ As you conduct circle time, stop periodically and ask children to demonstrate what a certain rule looks like (quiet, looking at you, ready to listen, etc.).

Center Activity

In the housekeeping center, encourage children to use dolls to role play circle time in their classroom.

Family Child Care

Discuss other rules that might be specific to your setting. Invite school-age children to write the rules on a chart as all children discuss the rules.

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WEEK 2

DAY 2

Being Creative

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Appreciation of art, music, drama, and dance

Children will understand some ways to be creative in classroom centers.

Key Concepts

Review: Creative

Materials Needed

None

Be Prepared: Today's activity involves a tour of selected centers in your classroom for the purpose of discussing creative things children might do. Select centers that were not included in your Week 1, Day 2 visit to 2–3 centers (Social-Emotional). Focus on centers that provide good opportunities for a range of open-ended activities (sensory area, art, writing, etc.).

BEGIN: We can do creative things in many places in our classroom. Remember, we use our ideas to make or do something new when we are creative.

Today we will visit some of our centers to talk about ways we can be creative. We will go to centers we did not visit last week.

ACT: [*As a group, walk to a center. At each center, engage children in a discussion of:*

- *some items in the center (example: "What do you see in this center?")*
- *some ways to be creative with _____ (example: "What are some things we could do with _____?")*
- *things children have seen (and you have seen) children do in the center*

Return to your classroom's group gathering area for Recap.]

RECAP: [*Build on children's interests and comments during the tour to emphasize creative efforts. Examples: "Amal saw different colors of pencils in the writing center. He wants to be creative in writing his name with different colors." "Tamika saw play dough in the sensory center. She had an idea to be creative in making a pizza." "Sam has an idea of painting red and blue trees in our art center."*]

Scaffolding Tips

Extra support ■ When you refer to last week's visit to some centers in your classroom, name and point to the centers you visited. Invite children to describe a way they could play in the center visited last week. ■ Say the names of items discussed in each center. ■ Offer simple ideas of creative efforts in each center (because children's familiarity with some centers may be limited) while also encouraging children's descriptions of things to do.

Enrichment ■ During the Recap discussion, invite children to describe additional ideas of creative things to do in centers visited today.

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Being Creative *continued*

Creative Expression

Family Child Care

Invite preschool-age and school-age children in your setting to bring something from home that they have created for a "share and tell" discussion with all children. Encourage children to describe their ideas and how they were creative when making the item.

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WEEK 2

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

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: 4–6 novel words in book (see Be Prepared)

Review: Character
Understand
1–2 words in book introduced on Day 1

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is _____. Let's talk about what we remember about the book.

ASK:
- What is our book about?
- Who were the main characters in our book? Remember, a character is a person or an animal (or creature) in the book.
- What happened first? What happened next?

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. We learned on Day 1 that some books use words we may not know. Reading a book is a good way to learn new words.

On Day 1 we talked about some words in our book. The words are written on our chart.

[*Point to title of chart.*]

Words We Understand

The title of our chart is Words We Understand. On Day 1 we talked about the word "understand."

ASK: Who remembers what it means to understand something? (to know what something means or how something works)

EXPLAIN: Our chart reminds us of the words we are learning to understand.

[*Point to and say each of the novel words defined on Day 1.*]

ASK: Does anyone remember what one of the words on our chart means?

EXPLAIN: [*Remind children of the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session, using the following approach:*

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Understanding Words *continued*

- *Read the sentence with the novel word. Say (repeat) the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book. Example: "We just heard the word 'wiggly.' Did everyone hear it? 'Earthworms are fat and wiggly like my fingers and toes.' The worms in our book wiggle. Wiggle means to move around a lot."*

If there is a text pattern in the book, invite children to fill in phrases or repeat a refrain or chant as part of the book reading.]

EXPLAIN: We learned ___ new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word. Remember, the title of our chart is Words We Understand.

[*Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what it means to be curious. Hedgie was curious. What is Hedgie doing in this picture that shows he is curious?" (poking nose inside stocking to look inside)*
- *Define a word without naming it and ask children to identify the word. Example: "What is the name of a worker who takes care of plants in a garden?" (gardener)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the mitten stretched. It got a lot bigger. What other things might stretch? Can you stretch? Show us!"*]

ASK: Our book was about _____. Are there other ways you know about _____?

[*Facilitate discussion of book connections to children's experiences. Examples:*

- *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
- *"Our book today talked about roots. Roots are part of a plant that grows into the dirt. Have you ever seen the root of a plant? What was it like?"*
- *"Today we talked about the word 'squeeze.' We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

RECAP: We learned more words today when we read _____. Let's look at our chart to remember the words we are learning to understand.

[*Say and point to each word on the chart. Invite children to say one thing they know about the word.*]

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WEEK 2

DAY 3

Understanding Words *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If a novel word pertains to an item or picture available in your classroom or center, display the item or picture as an additional source of help to children in understanding a word. Example: Squeeze a tube of toothpaste as part of discussing the word "squeeze."

Enrichment ■ Select several pictures in the book related to a novel word or a key part of the book. Invite children to describe how the picture tells us something about the book.

Center Activity

Provide paper and writing tools for children to draw an item or book character(s) related to one of the novel words you review on the Words We Understand chart. Ask children to say the word they selected and to describe their drawing.

Family Child Care

Encourage school-age children to help you read an age-appropriate book to preschool-age children in your setting. Ask preschool-age children to describe some pictures in the book, point to items in pictures as they are mentioned in the book, and point to the place where you begin reading.

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WEEK 2

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will recognize and make groups of two.

Key Concepts

New: Group of two

Review: Count

Materials Needed

Counters—5 per child

Sets of identical manipulatives such as cubes—5 per child

What Comes in 2's, 3's, & 4's? by Suzanne Aker

Optional Reading

Five Little Ducks
by Annie Kubler

BEGIN: [*Hold up three fingers on one hand and two fingers on the other hand.*]

- Which one of my hands has two fingers up?

  [*Point to the hand that has a group of two fingers.*]

- How do we know there are two fingers on this hand? (we counted them)

EXPLAIN: Let's all hold up two fingers on one hand.

We are holding up a group of two. A **group of two** has two things. Some of the pages we looked at in our book yesterday have a group of two.

[*Display one or two pages of the book that shows a group of two. On each page, count the items as you point to each. Emphasize that this is a group of two.*

Turn to a book page that shows a group of three or four. Ask children whether this is a group of two. Count the items in the group as you point to each.]



Gordon/flickr/(CC BY-SA 2.0)

ACT: [*Place the following groups of counters (circles) on the table: Two groups of 2 counters, two groups of 3 counters, and a single counter by itself.*]

Who can find the groups of two circles?

How do we know those are groups of two circles? (we can count them, we know what two items look like)

[*Repeat the above activity with a different set of manipulatives such as identical teddy bear counters or cubes.*]

Now I would like you to make groups of two with our circles. I will give each of you five circles. Let's count them together after I've passed them out to be sure each of us has five circles.

[*After each child has received five counters, invite children to point to each counter and count their counters out loud together.*

Next, demonstrate how to make a group of two with your counters. Then encourage children to make one group of two with their counters.]

How do we know we've made a group of two? (we counted them)

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Counting Things *continued*

Let's make a group of two with our fingers. How do we know this is a group of two? (we counted them)

RECAP: Today we found and made groups of two. We can find and make groups of two with our fingers or things we find in our classroom.

Scaffolding Tips

Extra support ■ Ask two children to come to the front of the room. Point out this is a group of two. Form one or two more groups of two children (each group standing apart from others). ■ Point to and say the number of each counter as you move it to form a group of two. Encourage children to repeat (and say) what you do. ■ Identify groups of two throughout the day. Examples: Two bikes on the playground, two books on a shelf.

Enrichment ■ Encourage children to make a group of three if they have mastered making groups of two. ■ Invite children to make 2–5 different groups of two with identical counters or other manipulatives. ■ Form a group of two with two different types of manipulatives (example: one counter and one cube). Ask children if this is a group of two. (yes: there are two items; the type of item is not important to this question) ■ Provide each child with four manipulatives that include different types of items (example: one cube, two plain counters, one teddy bear counter). After the child's exploration, discuss how a group of two does not need to include the same type of item.

123 Center Activity

Provide pieces of paper that each have four circles in different places. Invite children to place counters in each circle to make groups of two. Invite children to turn over the paper (where there are no circles) and make a group of two.



Family Child Care

Preschool-age children and school-age children will enjoy using markers and paper to make groups of dots as described below. Provide all children with a piece of paper with four large circles drawn on it. Invite preschool-age children to use the markers to make a group of 1, 2, or 3 dots in each circle. School-age children may enjoy the challenge of making larger groups of dots in each circle. School-age children may also enjoy drawing a group of items in each circle. Examples: group of 10 pencils, group of 11 snakes.

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WEEK 2

DAY 3

Getting Along With Others

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

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

Key Concepts

New: Practice

Materials Needed

*3 pictures as shown

Toy

Puppet

*Printables provided

BEGIN: [*Display the three pictures used in Week 1, Day 3.*]

Let's look at our pictures from last week to help us remember some ways to ask someone to play.

[*Engage children in discussing each picture by asking why each way might be a good way to ask someone to play.*]







EXPLAIN: Sometimes our friends do not want to play with someone else.

We don't need to feel bad if someone does not want to play with us. Sometimes children may want to play by themselves or do not want to share a toy.

ASK: What could we do if someone says "no" when we ask to play?

[*Possibilities: Ask if we can play together later, ask a different person to play.*]

EXPLAIN: Today we are going to practice some different ways to ask someone to play. When we **practice** something, we do it many times so we can get better at it! We will use a puppet to practice.

ACT: [*This activity offers two different practice sessions. If there is insufficient time to use both sessions, select a practice session that addresses children's interests and relationship skills.*

Point to puppet. Give puppet a child-friendly name, if you wish.]

We will pretend this puppet is a child who is asking someone to play. We can look at our pictures and talk about a good way to ask someone to play.

Practice Session 1: Invited Child Says "Yes"

[*Invite a volunteer child to help with this practice session. Ask the child to stand near you. Tell the volunteer child that he/she should say "yes" when the puppet asks to play.*]

(Puppet) wants to ask (volunteer child) to play. We know some different ways to ask someone to play.

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Getting Along With Others *continued*

[*As a reminder, point to the three pictures of a child asking someone to play. Briefly review each if necessary.*]

- How should (puppet) ask (volunteer child) to play?

[*Use the puppet to ask the volunteer child to play. Use the strategy suggested by most children. If two strategies seem to be equally preferred by children, use both strategies. Explain that the puppet is practicing two different ways.*

When the volunteer child says "yes," use the puppet to show excitement. Example: "It will be fun to play together!" Encourage children to think of other things we might say when someone says "yes." (thank you, this will be fun, etc.)

Ask the volunteer child to return to where he/she was sitting. Select a different volunteer child for other practice session(s).]

Practice Session 2: Invited Child Says "No"

[*Invite a volunteer child to help with this practice session. Ask the child to stand near you. Tell the volunteer child that he/she should say "no" when the puppet asks to play.*]

(Puppet) wants to ask (volunteer child) to play. We know some different ways to ask someone to play.

[*As a reminder, point to the three pictures of a child asking someone to play. Briefly review each if necessary.*]

- How should (puppet) ask (volunteer child) to play?

[*Use the puppet to ask the volunteer child to play. Use the strategy suggested by most children. If two strategies seem to be equally preferred by children, use both strategies. Explain that the puppet is practicing two different ways.*

When the volunteer child says "no," have puppet ask children the following questions:]

- (Volunteer child) does not want to play with me. What would be a good thing for me to say to (volunteer child)? (ask if we can play later)
- What might happen if I said to (volunteer child), "I am mad you won't play with me! You are not my friend!"? (volunteer child might feel bad or get mad too)
- *Ask volunteer child*: "What did you think or feel when (puppet) said he/she is mad you won't play?"

Remember, we do not need to feel bad when someone does not want to play with us. Sometimes children want to play by themselves or with someone else.

RECAP: Today we practiced asking someone to play. What does it mean to practice something? (try it many times so we can get better) There are different ways we can ask others to play with us.

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WEEK 2

DAY 3

Getting Along With Others *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ As children discuss what they might do when someone does not want to play, describe a time when you (or an unnamed child) wanted to play alone. This may help children better understand why someone might say "no" to a play invitation. Example: "I remember one time when I wanted to play alone. My mom went on a long trip and I was sad. Have you ever wanted to play alone because you felt sad?"

Enrichment ■ Invite children to discuss whether it is harder to ask someone to play together with a toy another child is playing with or to ask someone who is not playing with a toy. ■ Ask children to describe times when they might not want to ask someone to play with them. (other person seems to be enjoying playing alone, other person may want to finish something he/she is doing alone, etc.)

Center Activity

Supply puppets. Invite children to engage the puppets in a role play asking each other to play. Some children may benefit from your active involvement in the play. You could assume one of the roles with a puppet. As children role play different ways to ask each other to play, encourage them to try the three different ways shown in the pictures.

Family Child Care

Encourage preschool-age and school-age children to practice asking a friend to play by using dolls and stuffed toys in the housekeeping center. Help guide children by asking questions as they role play. Example: "Sasha's doll wants to play with Hector's doll but Hector's doll said he didn't want to play. What should Sasha's doll do?"

The source of the three pictures included in this activity is in the Head Start Center for Inclusion, *Member of the class: Asking a friend to play*. Retrieved from https://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/01_membership/pdfs/print-and-go_MOC.pdf

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WEEK 2

DAY 3

Being Creative

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Appreciation of art, music, drama, and dance

Children will engage in and reflect on creative efforts in classroom centers.

Key Concepts

Review: Creative

Materials Needed

Camera (optional)

Be Prepared: The majority of today's activity occurs during one of your classroom's regular center times. The activity includes brief but important opportunities to promote cognitive skill by encouraging children to think about or describe their plan for creative activity in a center (prior to going to a center) and to reflect on their efforts (at the conclusion of center time).

BEGIN: Yesterday we visited some centers in our classroom. We talked about ways we can be creative in our centers. Remember, we use our ideas to make or do something new when we are creative. We can do creative things in any of the centers in our classroom. Let's talk a little bit about our centers before we move to center time.

ASK: Who would like to tell us their idea for something they would like to do during center time today?

ACT: [*Encourage volunteer children to describe an idea or plan. Then encourage children to act on their ideas during center time. If possible, take pictures of each child's efforts for later display and/or children's portfolios.*

At the end of center time, invite children to join you in your classroom's large group gathering area. Encourage volunteer children to describe what they did or created during center time.

If you were able to take pictures of children's activities or creations, add to paper on which you write the child's name and take some dictation from the child about what he/she did or created.]

RECAP: All of our ideas are special and important. We learned today about how each of us can do or create something from our ideas.

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WEEK 2
DAY 3

Being Creative *continued*

Creative Expression

Scaffolding Tips

Extra support ■ In the invitation to describe an idea or plan for center time, children are likely to say what center they want to go to. Gently encourage children to tell their idea. Example: "It's great you want to go to the block center. What's your idea of what you'll do in the block center?" ■ In the discussion of children's activities after center time, acknowledge that sometimes our plans or ideas change and this is okay. We may do or create something different than what we started out to do. We may join another person to do something different than planned. ■ Children may benefit from a reminder of "looking eyes" and "listening ears" during discussions prior to and after center time. ■ If a child seems eager to tell what he/she did but reluctant to talk, help the child hold an item(s) used during the center time and ask basic questions about what the child did or describe what you know about the child's actions with the item(s).

Enrichment ■ Invite children to share some details about where their idea came from and whether they had ever tried their idea before. ■ Encourage children to describe whether and how their ideas or plans changed once they got to the center.

Family Child Care

Design an "idea" gallery for all children's activities or creations to be viewed for an extended time. Use pictures of activities or creations, if available, and post them in a family-friendly area of your setting or use pictures to create a book of children's creative work.

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WEEK 2

DAY 4

Understanding Sounds

Language/ Literacy

3-5 YEARS

Be Prepared: Today's listening game is an advanced variation of the Day 2 game. Use the three-part sequence followed in the Day 2 game. You may wish to use sounds other than those suggested in the activity plan below. See the Day 2 plan for sound possibilities.

Large Group

Skill and Goal

Phonological awareness

Children will listen to and identify two sounds.

Key Concepts

Review: Listen

Materials Needed

Items for making sounds (see Be Prepared)

Small box with lid

Also Promotes

Self-Regulation

BEGIN: Today we will listen to two sounds in a listening game. When we listen we pay close attention to what we hear.

Are you ready to use your listening ears? Okay!

EXPLAIN: [*Choose two high contrast sounds for each pair of sounds.*]

I have a stapler and a bell. Let's listen carefully to the sounds each of these items makes. We will keep our eyes open.

[*Demonstrate the use of a stapler and then a bell.*]

Now let's listen to clapping hands and stomping feet with our eyes open.

[*Demonstrate clapping hands and then stomping feet.*]

Now we will close our eyes and guess two sounds we hear.

I will ask one person to guess the two sounds after we open our eyes. Please do not say the name of the sounds out loud unless I say your name.

ASK: Are you ready to use your listening ears again? Okay! Let's close our eyes.

ACT: [*Once all children have closed their eyes, make two of the paired sounds introduced previously (example: stapler and bell). After you've made the sounds, hide the sound-making items in the box (if appropriate) and invite a child to guess the sounds. Ensure that different children have an opportunity to respond.*]

ASK: What were the two sounds?

EXPLAIN: That's right! First we heard a _____, and then we heard a _____.

We work harder to listen for two sounds and to remember the two sounds. It is easier to listen to one sound only. Let's close our eyes and listen to two more sounds.

ACT: [*Make the two remaining sounds that were introduced previously. After both sounds, encourage children to open their eyes. Ask a child to identify the sounds, using the plan suggested above.*

Introduce four more sounds in two pairs as done previously (example: whistling and water running; cutting with scissors and turning pages of a

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Understanding Sounds *continued*

Language/ Literacy

book). Then ask children to close their eyes. Again, present a pair of sounds and invite a child to guess the two sounds. Continue until several children get a turn. After a child correctly guesses both sounds, be sure to say, "There were two sounds. First we heard a _____, and then we heard a _____."

If time and children's interests permit, engage children in a second listening game that involves listening to and identifying the sound of each other's voice. Invite children to close their eyes and then tap a child on the shoulder. The child whose shoulder is tapped is to say the name of a favorite animal. Then all children open their eyes and try to guess whose voice they heard. You may wish to demonstrate with another adult.

Continue the game as you tap different children on the shoulder and then encourage the other children to guess who was talking.]

RECAP: Today we closed our eyes and listened to two sounds. Then we guessed both sounds.

[*Add a quick summary of the "who was talking" game if it was offered.*]

Scaffolding Tips

Extra support ■ Provide one rather than two sounds if it is too challenging for children to identify two sounds. ■ See Day 2 suggestions.

Enrichment ■ Encourage children to identify sounds in the order they occurred. Instead of asking "What were the two sounds?" ask each child to tell the first sound and then the second sound. ■ Invite children, one at a time, to make two sounds for other children to guess with their eyes closed. ■ Use low contrast sounds rather than high contrast sounds to encourage children to listen very carefully. (Example: crumpling paper and turning pages of a book are lower contrast sounds than hammering and a phone ringing.) ■ Increase the challenge of guessing two sounds by not demonstrating the sounds in pairs. Introduce four sounds (with children's eyes open) and then randomly pair two sounds when children's eyes are closed. ■ If you choose to play the voice game, invite children to make their voice sound differently to add extra challenge to the game.

Center Activity

Provide the Day 2 basket of items that can be used to make sounds. Examples: toy cars, paper, baby rattle. Encourage children to take turns secretly choosing two items and making a sound with each of the items as the other children close their eyes and guess both sounds in their proper order.

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WEEK 2

DAY 4

Understanding Sounds *continued*

Language/ Literacy

Family Child Care

Invite children to try a sound game using familiar musical instruments. Encourage all children in your setting to take turns making sounds with two different instruments as another child, with eyes closed, guesses the two instruments used to make the sounds.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 2

DAY 4

Counting Things

123 Mathematics

Be Prepared: Today's activity will take place outside. If necessary, adjust the activity for an indoor setting.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will find and make groups of two in their environment.



Key Concepts

Review: Count
Group of two



Materials Needed

Clipboard

Paper

Writing tool



Optional Reading

Five Silly Fishermen by Roberta Edwards

BEGIN: Let's count the number of girls in our small group. Remember, when we count we say our numbers to find out how many.

[*Point to each girl as you say a number. When you finish, repeat the final number.*]

We counted to find out how many girls are in our small group. We have ___ girls in our small group today.

Now let's count the number of boys in our small group.

[*Point to each boy as you say a number. When you finish, repeat the final number.*]

We counted to find out how many boys are in our small group. We have ___ boys in our small group today.

EXPLAIN: We are learning how to find groups of two things. We can find groups of two in the classroom, in a book, and many other places. We also are learning how to make groups of two things. We can make groups of two with parts of our bodies and with things around us.

ASK:

- Where do we see a group of two things in our classroom?
- How can we make a group of two with our fingers?
- How do we know it is a group of two? (we can count them, we know what two items look like)

EXPLAIN: Today we will find and make groups of two outside.

ASK:

- What do you think we can find outside that is in a group of two? (two swings, two tricycles)
- What do you think we can use outside to make groups of two? (rocks, sticks, leaves)

ACT: [*Take children outside. Organize children in pairs to find and make groups of two.*]

We will work in groups of two today to look for groups of two and make groups of two! You and your partner will look for groups of two together. You may also make groups of two with things we find outside.

I have a piece of paper on a clipboard for writing down the groups of two that we find and make outside. Please tell me what you find or

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Counting Things *continued*

show me what you find so I can write it down. Also, please tell me what you use to make a group of two.

[*As children show you or tell you about their groups of two, ask them how they know it is a group of two. Encourage them to find and make more groups of two.*]

RECAP: Today we looked for groups of two outside. We also made groups of two with things outside. I am going to read the list of the groups of two we found today.

[*Children will enjoy hearing their names mentioned with the group of two they found.*]

Scaffolding Tips

Extra support ■ If children have difficulty finding or making groups of two, draw two dots on a piece of paper and ask them to put an item such as a rock or leaf on each dot.

Enrichment ■ If finding and making groups of two is easy for some children, ask them to find and make groups of three or four items. Be sure that both children in the pair have mastered finding and making groups of two.

123 Center Activity

Color Ping-Pong® balls with 1, 2, or 3 dots. Hide them in a tub or the sensory table filled with sand. Encourage children to find the balls and then match by number of dots on each ball. If time permits, ask children how many groups of two they found. To add challenge, ask children which group a Ping-Pong® ball with three dots would go in.

Family Child Care

If possible, take all children in your setting to a park to use a wider variety of items for finding and making groups. Groups can also be found and made at home, in the supermarket, and other stores. Encourage preschool-age children to find and make groups of two while school-age children find and make larger groups of items.

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WEEK 2

DAY 4

Respecting Our Differences

Social Studies

Looking Ahead: Attempt to secure a wheelchair for use in Week 4, Day 4. If a wheelchair is unavailable, attempt to secure a walker or crutches.

3-5 YEARS

Large Group

Skill and Goal

Individual differences

Children will strengthen their understanding of how we are the same and different.

Key Concepts

Review: Same
Different

Materials Needed

Camera

Optional Reading

Celebrate You! Celebrate Me! by Leslie Kimmelman

Revised: 12/1/2025

BEGIN: We are learning how we are the same and different. What does it mean when things are the same? (they are alike) What does it mean when things are different? (they are not alike)

We know that we can have different clothes, hair, eye color, and things we like.

ASK:

- How are you the same as the person sitting next to you? (both have hair, eyes, clothes, etc.)
- How are you different from the person sitting next to you? (different hair color, different clothes, etc.)
- What is your favorite thing to eat?

[*After each child has an opportunity to tell his/her favorite food:*]

- Did all of us say the same favorite food?
- Why? (we are different, we like to eat different things)

EXPLAIN: Now, let's stand in a circle and hold our hands out in the middle so we can see how our hands are the same and different!

ACT: [*Arrange children in a circle with one hand in the middle. You may wish to do this activity with two smaller groups of children.*

Encourage children to discuss how their hands are the same and different (size, freckles, etc.).

If possible, take a photo of children's hands in a circle to use on Day 5.]



lostintheredwoods/flickr/(CC BY-ND 2.0)

RECAP: Today we talked about how we are the same and different. Some things about us are the same. Some things about us are different. No one is exactly the same as someone else!

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WEEK 2

DAY 4

Respecting Our Differences *continued*

Social Studies

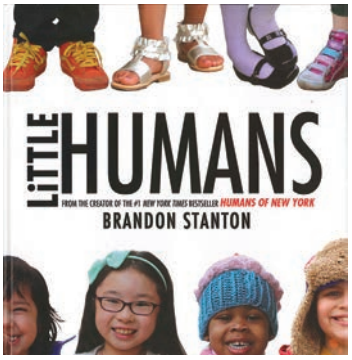
Scaffolding Tips

Extra support ■ As children discuss similarities and differences between self and the person sitting next to them, give hints if necessary. Example: "I see that Ian and Rebecca are both wearing shoes. This is something that is the same. But, how are their shoes different?"

Enrichment ■ Ask children to describe how they are different than or the same as a family member. (same hair color but different size, same favorite food but one likes dogs and the other likes cats, etc.)

Center Activity

Provide the book *Little Humans* by Brandon Stanton. Encourage children to discuss how the children in the pictures are the same and different. Ask children to find one thing that is the same about all the children. Examples: All wearing clothes, all have hair.



Family Child Care

Invite preschool-age children in your setting to organize themselves based on different characteristics. Give examples as they organize. Examples: "Everyone wearing something blue please stand together." "Everyone wearing shoes that are different colors please stand together." Encourage school-age children to cut out and sort pictures of children found in old magazines. Examples: Children with black hair in one group, children with brown hair in another group. Invite children to find how many ways they can sort the pictures.

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WEEK 2

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand how germs are spread with our hands.

Key Concepts

New: Spread

Materials Needed

Glitter (see Be Prepared)

Germs Are Not for Sharing by Elizabeth Verdick

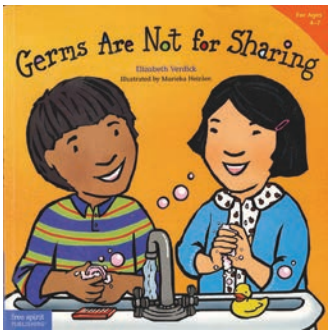
Also Promotes

Self-Regulation

Optional Reading

Germs Make Me Sick by Melvin Berger

Be Prepared: The activity uses glitter as pretend germs. If glitter is not an option, use a substance such as shaving cream, flour, or wet sand.



BEGIN: [*Display book cover.*]

Last week we learned some things about germs by reading this book. We know that germs can live in many different places.

[*Display pp. 16–17 of book.*]

ASK:
- What are some of the places where germs hang out?

  [*Help children describe pictures of interest, if necessary.*]
- Can we see any of the germs in the places where germs hang out? (no, germs cannot be seen)

EXPLAIN: Germs can get to places in different ways. Germs can travel through the air when we cough or sneeze. Germs can travel on our hands. Germs on our hands can move to things that we touch. The things we touch can leave germs on our hands.

Germs can spread. When something **spreads**, it covers (or moves to) a larger area. A germ that moves from our hand to something we touch is no longer on our hand only. The germ can spread to whatever we touch.

[*Display the glitter.*]

Let's pretend our pieces of glitter are germs. I am going to put a little bit of glitter on my hand. Then I am going to touch someone's hand. Let's find out if some of the glitter moves from my hand to someone else's hand. Remember, we are pretending that the glitter is germs.

ACT: [*Put a little bit of glitter on your hands and then shake or touch the hand of one or two volunteer children who then display their shaken or touched hand to children.*]

ASK:
- What happened when I touched (or shook) (children's names) hands?
- Where are the germs now? (on hands of children who touched your hand)

EXPLAIN: Let's see what happens when (children's names) touch (or shake) the hands of two other people.

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WEEK 2
DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

ACT: [*Invite each child to touch or shake the hand of one other child.*]

- Did our pretend germs spread?
- How did our pretend germs spread?
- Where did our germs start? (in your hand)

[*Continue this process until everyone who wants to have a turn gets his/her hand touched or shaken by someone with "germs" on their hands. You may need to add a little more glitter to your hand (the original germ source) and then shake the hands of several others.*]

RECAP: Our glitter helped us understand how germs can spread. The germs were in one place (on my hand) and then they moved to other hands. When something spreads, it moves to (or covers) a larger area. Our pretend germs traveled from one hand to another hand. How do we get rid of germs on our hands? (wash them) Let's wash our hands now!

[*The handwashing part of today's activity is an important end point.*]

Scaffolding Tips

Extra support ■ Explain that germs are not the only things that can spread. Many different things can spread or be spread. We spread peanut butter or jam on a piece of bread or cracker.

Enrichment ■ Encourage children to discuss other things we touch where we might leave germs or pick up germs. Invite children to make a mental list of things they have touched in the classroom since arrival (or how long they can recall). ■ Point out how food service workers and others in your center who handle food wear gloves so their hands do not directly touch the food.

Center Activity

Provide paper and drawing tools for children to sketch the "route" of a germ from one hand to other things the hand touches. Children could draw other hands or things the hand touches such as a door handle or a crayon or paintbrush. Children may wish to put small spots on each item to represent germs. Invite children to consider drawing lines that show how the germ traveled from one hand to other hands or items.

Family Child Care

Encourage all children in your setting to describe (and demonstrate, if time permits) for a family member at pick-up time how pretend germs can spread.

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WEEK 2

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *User Guide* for additional information on how to select and define novel words.

Words We Understand

Skill and Goal

Oral language

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

Key Concepts

New: 2–3 novel words in book (see Be Prepared)

Review: Character
All novel words in book introduced on Days 1 and 3

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

Marker

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book we learn new things. The title of our book is _____. Let's talk about what we remember about the book.

ASK:

- What is our book about?
- Who were the main characters in our book? Remember, a character is a person or animal (or creature) in the book.
- What happened first? What happened next?

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. We know that reading a book is a good way to learn new words. Our chart reminds us of the words we are learning to understand.

[*Point to the chart.*]

The author of our book is _____. The illustrator of our book is _____.

[*Point to each name as you identify the author and illustrator. Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

ACT: [*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

Pause to briefly define words identified for today's session, using the following approach:

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book. Example: "I just read the word 'useful.' Did everyone hear it? The inchworm says, 'I am useful.' The word 'useful' means to be helpful or to help others. The inchworm was useful (or helpful) to others by measuring them."*

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Understanding Words *continued*

If there is a text pattern in the book, invite children to fill in phrases or repeat a refrain or chant as part of the book reading.]

EXPLAIN: We learned ___ new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word.

[*Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Look at this picture of Corduroy looking at the floor. What is he doing?" (searching for a button—searching is the novel word)*
- *Define a word without naming it and ask children to identify the word. Example: "The inchworm did a smart thing to save itself from being eaten. What's another word for smart?" (clever)*
- *Encourage children to think about a novel word or phrase in another context. Example: "In our book today, the clouds moved out of sight. We cannot see something that moves out of sight. Have you ever watched something move out of your sight?"*]

Different kinds of things happened in our book. Let's talk about why some things may have happened.

ACT: [*Facilitate discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:*

- *"What happened to the mitten that Nicki lost? Why did the animals want to get inside it? How do you think they all managed to get in?"*
- *"What do you think the animals did after the bear sneezed and they were all blown out of the mitten? How do you think Nicki felt when he saw his lost mitten floating through the air?"*
- *"At the end of our book there is a picture of Nicki's grandmother looking at the mittens she had made for him. One mitten is much larger than the other. What do you think Nicki's grandmother is thinking?"*]

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read _____. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[*Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.*]

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WEEK 2
DAY 5

Understanding Words *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Remind children of the title of the chart (Words We Understand) and the meaning of "understand" (to know what something means or how something works). ■ If a novel word pertains to an item or picture available in your classroom or center, display the item or picture as an additional source of help to children in understanding a word. ■ If children find it difficult to respond to an interpretation question, re-read or describe the situation directly related to your question. Example: Re-read or tell about the bear sneezing. Showing a picture from the book focused on your question also may be helpful to children.

Enrichment ■ Ask children if some things that happened in the book were a surprise to them (they did not expect to happen). Why?

Center Activity

Provide paper and writing tools for children to draw something that happened in the book (or a character in the book) that they especially liked. Ask children to describe their drawing and include key words (dictation) on their drawing.

Family Child Care

Encourage preschool-age children in your setting to "read" this week's book to younger children by telling the story or book content, using the book's pictures as a guide. Invite school-age children to read other books to children in your setting as they practice their emerging reading skills.

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WEEK 2

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding of groups of two.

Key Concepts

Review: Number
Count
Group of two

Materials Needed

Counters—5 per child

BEGIN: [*Hold up two fingers on one hand and four fingers on your other hand.*]

Which one of my hands is holding up two fingers?

[*After children respond, point to and count out loud the two fingers you held up.*]



Emmett Unlimetted/flickr/(CC BY-NC 2.0)

Let's all of us hold up two fingers on each of our hands.

[*Demonstrate your request and encourage children to say "1, 2" as they hold up two fingers.*]

EXPLAIN: We are learning about a group of two. We just made a group of two with our fingers. Two is a number. We use numbers when we count. A number tells us how many.

ASK:

- I have three ears. Am I correct?
- How many ears do I have? Let's count them.
- I have two knees. Am I correct?

ACT: Let's count to five while we stomp our feet five times. Remember, we count and stomp at the same time.

Let's try it again while marching five times!

[*Lead children around the room as you march and count to five together. Repeat the 1–5 counting sequence as you march. Say a number with each step in unison.*]

Now, let's find groups of two circles. I will give each of you five circles. Let's count them together to be sure each of us has five circles.

[*After each child has received five counters, invite children to point to each counter and count their counters out loud together.*

Encourage children to make one group of two with their counters.]

Now let's make another group of two with our counters.

[*Encourage children to make another group of two with their counters.*]

EXPLAIN: Yesterday we looked for groups of two outside. We also made groups of two.

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WEEK 2
DAY 5

Counting Things *continued*

123 Mathematics

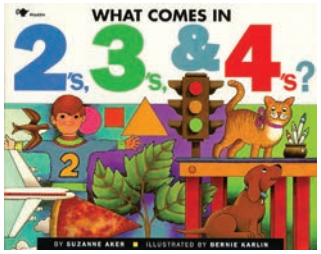
ASK:
- Who can tell us a group of two you found or made with your partner?
- How did you know it was a group of two?

RECAP: This week we learned more about numbers and counting. We also learned more about groups of two. We can find groups of two and make groups of two.

Scaffolding Tips

Extra support ■ Review pages of *What Comes in 2's, 3's, and 4's?* (Day 2) to find groups of two. Encourage children to identify groups of two. Count each group of two aloud together. ■ As you ask about the number of body parts (ears, knees, fingers), say the body part to help children who may still be learning names of body parts.

Enrichment ■ Invite children to form groups of 3, 4, or 5 with counters or other manipulatives.



123 Center Activity

Make a memory game with stickers and index cards. Create a set of 18 cards: six cards with one sticker on each, six cards with two identical stickers on each, and six cards with three identical stickers on each. Mix up the cards and turn them over. Invite children to find a group of three that match. Can they find a group of two that match? Etc. Encourage children to tell you how many are on each card without counting. Do they recognize the number in the group as soon as they turn it over?

Family Child Care

Play *Fish in a Pond* to help reinforce both smaller groups for preschool-age children and larger groups for school-age children. On each of 10 fish cutouts draw a group of 0–10 large dots. Call on each child, one at a time, and ask him/her to "catch" a fish with a given number of dots. Example: "Olivia, can you catch the fish with the group of three dots?"

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WEEK 2

DAY 5

Respecting Our Differences

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Individual differences

Children will understand that no one is exactly like someone else.

Key Concepts

New: Identical

Materials Needed

*1 picture as shown

*Printables provided

Optional Reading

The Colors of Us by Karen Katz

It's Okay to Be Different by Todd Parr

Revised: 12/1/2025

BEGIN: [*Display picture of identical twin children.*]

How do the two girls in our picture look the same? (face, color of hair and eyes, etc.)

EXPLAIN: The two children in our picture are called identical twins. **Identical** means something is the same. Identical twins are born at the same time and have the same parents. The two children in our picture are sisters. Maybe each girl is holding up two fingers because there are two of them.



ASK: Do you think the two children in our picture like to wear the same clothes and do the same things? (probably not; sisters in picture are wearing different colors)

EXPLAIN: We know that no one is exactly the same as someone else. Two people may look the same but they may like different things. They can be both the same and different. The sisters in our picture look the same but they may like to eat different kinds of food or play with different friends or toys.

Yesterday we talked about things that were the same and things that were different than the person sitting next to us.

ASK:

- Who remembers something that was the same about the person sitting next to you?
- Who remembers something that was different about the person sitting next to you?
- Yesterday we also talked about our favorite foods. Do you think it is okay for people to like different kinds of food and to play with different kinds of toys?

EXPLAIN: [*If a photo of children's hands taken yesterday is not available for the following discussion, invite three or four children to place their hands in a small circle.*]

Yesterday we talked about how our hands are the same and different. Let's talk about what we see today.

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WEEK 2

DAY 5

Respecting Our Differences *continued*

Social Studies

ASK:
- How are our hands the same?
- How are our hands different?

RECAP: We can be both the same and different. Even two brothers or sisters who look the same can be different. No one is exactly like someone else. It is okay to be different.

Scaffolding Tips

Extra support ■ If children seem confused about the question of whether it is okay for people to like different kinds of foods or to play with different kinds of toys, encourage children to talk about pets or classroom centers. Examples: "Why do you think people have different kinds of pets?""What would it be like if everyone had the same kind of pet?""Why do you think children in our classroom like to play in different centers?""What would it be like if everyone wanted to play in the same center?" ■ Remind children of how Alishia and Samuel had different ideas of what a tree looks like. They drew different types of trees. (Creative Expression Week 1, Day 1)

Enrichment ■ Invite children who know identical twins to describe how they are the same and different. ■ In the initial discussion of how the sisters in the picture may be different from one another, encourage children to imagine additional ways the girls might be different.

Center Activity

Supply a variety of art materials. Invite children to create something unique! Items to include: paper, sequins, stickers, yarn, foam shapes, etc. Display creations in the room and discuss how they are all different.

Family Child Care

At snack time, ask each preschool-age child to name his/her favorite snack item. Discuss how some have the same favorite and some have different favorites. Encourage school-age children to compare their favorite items eaten at school. Comment on similarities and differences.

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WEEK 2

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand how germs are spread by sneezing and coughing, and how to cover their mouth when sneezing or coughing.

Key Concepts

New: Sneeze

Review: Spread

Materials Needed

Small amount of feathers

Box of tissues

*1 picture as shown

Germs Are Not for Sharing by Elizabeth Verdick

*Printables provided

Optional Reading

"Stand Back," Said the Elephant, "I'm Going to Sneeze!" by Patricia Thomas

BEGIN: Yesterday we pretended glitter was a germ. Let's recall what we did and what we learned.

- What did we do with the glitter? (put on one hand that then touched another hand)
- What did the glitter show us? (germs can spread when our hand touches another hand)
- What did we do to get rid of the glitter on our hands? (washed them)

EXPLAIN: Today we will talk about how germs can spread when we sneeze or cough. Remember, when something spreads, it moves to (or covers) a larger area.

A **sneeze** is a strong burst of air coming out of our nose and mouth. Sometimes we make a noise when we sneeze.

ASK:

- Do you (or someone you know) make a noise when you sneeze?
- What does the sneeze sound like?

EXPLAIN: Different things can make us sneeze. We may sneeze when dust gets in our nose. Sneezing is the way our body tries to get the dust out of our nose. We may sneeze when we have a cold or the flu. Some people sneeze when they get near a furry animal like a cat or dog.

Germs in our nose and mouth come out of our body when we sneeze.

[*Display a small amount of feathers in your hand.*]

Let's pretend the feathers in my hand are germs that are in my nose and mouth. I will pretend to sneeze. We can watch what happens to our pretend germs (the feathers).

[*Hold the feathers in your hand in front of your face. Pretend to sneeze with enough force to send the feathers into the air.*]

ASK:

- What happened to the feathers when I sneezed? (flew into the air)
- Remember, we are pretending the feathers are germs. Do you think the germs that came out of my nose and mouth could get on someone else who is around me?

[*Collect the feathers. Display picture of adult sneezing.*]

EXPLAIN: A special camera was used to take this picture of someone sneezing.



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WEEK 2

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

ASK: What is happening in this picture? (white stuff is coming out of nose and mouth)

EXPLAIN: This picture shows what comes out of a person's mouth and nose when he/she sneezes. Germs are part of what comes out of our mouth and nose when we sneeze. The germs leave our body and go into the air around us. The germs can move to other people and things. The germs can spread by traveling through the air.

ASK: What can we do to stop germs from spreading when we sneeze? (use a tissue)

ACT: [*Invite a volunteer child to demonstrate using a tissue in a pretend sneeze.*]

EXPLAIN: The tissue stops germs from going into the air around us. The germs end up in the tissue, not in the air. That's why we should always put a used tissue in the trash.

Let's imagine that we sneezed into a tissue and then put our used tissue on the floor or a table near us.

ASK: What might happen with our used tissue? (someone else could touch the tissue and get the germs from our sneeze)

EXPLAIN: The tissue we use has germs in it. We are touching germs when we touch the tissue. We should always wash our hands after we sneeze into a tissue and throw it away.

ASK: What can we do to stop the spread of our germs if we don't have a tissue when we sneeze? (sneeze into arm)

ACT: [*Invite a volunteer child to demonstrate a pretend sneeze into his/her arm. Then encourage all children to practice a pretend sneeze into their arms.*]

EXPLAIN: Germs also come out of our body when we cough. We can stop germs from spreading by covering our mouth with a tissue or with our arm when we cough.

ASK: [*Demonstrate covering your mouth with your hand when you ask the following:*]

- If we cover our mouth with our hand instead of with a tissue or our arm, what should we do with our hand after we sneeze or cough? (wash our hand)
- Why? (because germs moved from our mouth to our hand when we sneezed or coughed; the germs can spread to other people or things we touch)

RECAP: Germs can travel in the air when we sneeze or cough. We watched feathers move in the air when I sneezed. The feathers were pretend germs. Sneezing or coughing into a tissue or into our arm is a good way to stop germs from spreading.

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WEEK 2
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Children may benefit from verbal or hands-on guidance on how to use one's arm for catching a sneeze. Point to the pertinent area of child's arm or guide a child's arm to his/her nose.

Enrichment ■ Encourage children to describe other ways we can keep germs from spreading. Example: "If washing and drying our hands gets germs off of our hands, what could we do to get germs off other things?"

Center Activity

Provide the feathers used in today's activity for children to explore distances a germ might travel in the air. Encourage children to hold a feather in their open hand, blow on it, and find out how far the feather (germ) travels in the air. Children can compare distance of feather travel using smaller and larger pretend sneezes (light versus harder pushes of air). Ensure children wash their hands after working with the feathers. Ask children why it is important to wash their hands (because they have been touching feathers that have germs on them).

Family Child Care

Invite a school-age child in your setting to describe for younger children the rules or expectations at his/her school for preventing germs from traveling when someone sneezes or coughs.

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WEEK 3

What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Sounds and Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Listening to and identifying the sequence of two single sounds (Day 2)
- Following requests that use prepositions and relational words (Day 4)

Mathematics

Counting Things

- Verbal counting of up to five items (Day 1)
- How to identify and form groups of five or fewer items with and without counting (Days 1–5)
- How to connect number words to quantities and understand which group has more (Days 3–5)

Self-Regulation

Using Self-Control

- Listening helps us to learn things and to know what to do (Day 1)
- Raising our hand quietly is a way for everyone to talk and be heard in a group (Day 2)

Social-Emotional

Getting Along with Others

- How to share an item such as play dough (Day 3)
  - split the item
  - play with it together
  - take turns with it

Social Studies

Respecting Our Differences

- How we are the same and different from the main character in a book (Day 4)
- How to identify and represent through drawing something special about the main character in a book (Day 5)

Science

Being a Scientist

- How to observe, describe, and record information about ice (Days 1–3)
- Investigating how ice changes using water, sun, and shade (Days 2–3)

Physical/ Health

Staying Healthy and Safe

- Rules and routines that help keep us safe (Day 4)
- Practicing what to do during an emergency (Day 5)

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WEEK 3

DAY 1

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: 1–2 words (see Be Prepared)

Review: Character

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

Also Promotes

Self-Regulation

Be Prepared: This is the first of three 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 in the book you intend to define for children across three consecutive days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Words We Understand

BEGIN: Let's all get ready to listen to a book.

[*Display cover of book.*]

This is the cover of our book. What do you think our book might be about?

[*Follow-up prompt, if needed: "What do you see on the cover of the book?"*]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: I will write the words we learn on our chart. Remember, the title of our chart is: Words We Understand.

[*Point to each word as you say it.*]

The title of this book is _____.

[*Point to words as you say them. If the book title includes one of today's novel words, provide a definition now. Example: "Our book today is about a very small seed. It is a tiny seed. Tiny means very small or little."*

Point to and say the names of the author and illustrator.]

EXPLAIN: Today let's talk about two words that are in our book. One word is _____. The word _____ means _____. Another word in our book is _____. The word _____ means _____.

ACT: I will write these two words on our chart.

[*Point to and say each word as you write it.*]

Now we will read our book. We will begin reading right here.

[*Point to first text word.*

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

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WEEK 3
DAY 1

Understanding Words *continued*

Language/ Literacy

ASK: [*Focus discussion of the book on recall and novel words introduced earlier in the session.*]

- What is our book about?
- Who were the main characters in our book? Remember, a character is a person or an animal (or creature) in a book.
- What happened first? What happened next?

[*Point to and read each word on your chart.*]

- What does the word _____ mean? What does _____ mean?

[*Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'department.' Remember, a department is a section of a large store. Corduroy once lived in the toy department." Point to and describe any pictures in the book directly related to the novel word.*]

RECAP: Today we read a book about _____. We talked about the words _____ and _____.

Scaffolding Tips

Extra support ■ Remind children that when we understand something, we know what something means or how something works. ■ When you show where to begin reading the book, remind children that words tell us things and there are lines of words in our book. Use a left-to-right motion to show the direction in which we read the lines of words. ■ You may wish to remind children of some circle time rules (discussed Week 2, Day 2, Self-Regulation) that help children participate in a book reading session, including what it means to listen. ■ If a novel word pertains to an object or picture available in your classroom or center, display the object or picture as an additional source of help to children in understanding a word.

Enrichment ■ Invite a volunteer child to point to the place on the page where you begin reading (rather than you pointing to the place). Invite another volunteer child to show with a hand and arm motion which direction we use to read a line of words (rather than you showing the left-to-right motion). ■ Ask children (while pointing) where you should write a new word on your chart (at the bottom or under the title of the chart?).

Center Activity

Provide the book used in today's reading plus any figures or manipulatives related to the book that children could use as props in retelling the book. Ask children what they remember about the book or to describe how they are using items related to the book.

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WEEK 3

DAY 1

Understanding Words *continued*

Language/ Literacy

Family Child Care

Younger children in your setting will enjoy having you read an age-appropriate book with them. Invite preschool-age children to help you describe pictures in the book. Provide age-appropriate books for younger children in your setting to look at while preschool-age children pursue the center activity.

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WEEK 3

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will identify groups of five or fewer items.

Key Concepts

New: Group of three

Review: Group of two

Materials Needed

Five Little Monkeys Jumping on the Bed by Eileen Christelow

Also Promotes

Language/Literacy

BEGIN: [*Lead children in counting together the number of fingers on one of their hands, holding up one finger for each number said together.*]

EXPLAIN: We are learning how to make groups of two. We will practice counting and finding groups today.

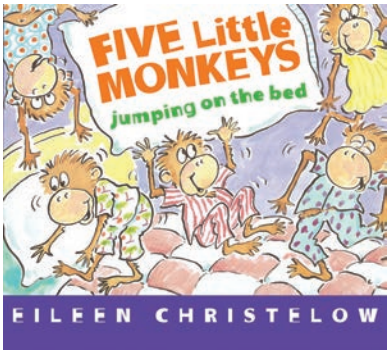
ACT: Let's all hold up two fingers.

Now let's hold up three fingers and count our fingers to make sure we have the correct amount.

We know what groups of two and three look like. Let's find a group of two in our classroom. (two chairs, two pencils, two children, etc.) We know that a group of two has two things.

Let's find a group of three things in our classroom. (three books, three crayons, three toys, etc.) A **group of three** has three things.

EXPLAIN: We will read a fun book about counting. Our book is called *Five Little Monkeys Jumping on the Bed*. We will practice counting the monkeys while we read the book. We know how to count five things!



- [*Introduce the book by pointing to the title of the book as you read it. Introduce the author and explain that the author is also the illustrator.*
- *Count the monkeys on the front cover. Point to each monkey as you count.*
- *Point to the text as you read.*
- *Pause on each page to discuss the picture and count the monkeys in the picture. After you count the monkeys on each page say the final number aloud. Example: On the page with the five monkeys lying in*



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Counting Things *continued*

the bed say, "There are five monkeys! Let's count them. 1, 2, 3, 4, 5! See, there are five monkeys! Do you want to count them again?" Encourage children to count along with you.]

RECAP: Today we read a fun counting book called *Five Little Monkeys*. We practiced counting out loud the monkeys on each page. Let's hold up five fingers on our hand. Now let's hold up a group of three fingers. Let's hold up a group of two fingers.

Scaffolding Tips

Extra support ■ If children have difficulty finding groups of three in the classroom, continue to practice groups of two.

Enrichment ■ Invite children to count backwards from 5–0 as is done in the book. Encourage them to use their fingers to help. ■ Read the book again as children act out the events. As each monkey falls off of the bed, invite one child to sit down. Continue asking for five volunteers and rereading the story until all children have had a chance to be a monkey.

123 Center Activity

Draw one balloon on each of three index cards. On each balloon, make 1, 2, or 3 circles. Invite children to use pom-poms to match the number of circles on each balloon. As children work, ask if they know how many circles are on each balloon.

Family Child Care

Invite children to act out the story with stuffed animals/dolls. As you read, preschool-aged children can pretend an animal/doll has fallen off the bed! Continue to count the remaining stuffed animals/dolls each time. School-age children will enjoy acting out the more advanced book *Ten Little Monkeys Jumping on the Bed* by Annie Kubler.

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WEEK 3

DAY 1

Using Self-Control

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand why it is important to listen.

Key Concepts

Review: Author
Illustrator

Materials Needed

Listen and Learn by Cheri J. Meiners

*1 picture as shown

Also Promotes

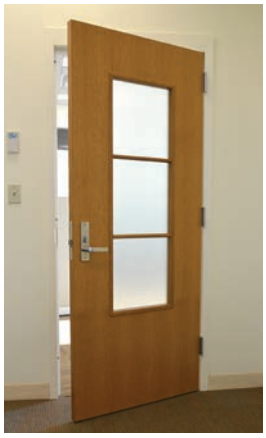
Language/Literacy

*Printables provided

BEGIN: We are working hard to remember our circle time and classroom rules. One of our rules is to listen.

ASK:
- What part of our body helps us listen? (ears)
- How might our eyes help us listen? (we usually look at who is speaking or what is being described)

EXPLAIN: Let's use our eyes and ears to practice listening. I am going to hold up a picture. Please look at the picture and listen carefully for the sound of the item in the picture.



The item in this picture sometimes makes a sound in our classroom. Quietly raise your hand when you hear the sound of the item in the picture. We will need to be very quiet so we can hear the sound of the item.

ACT: [*Display picture of a door as another adult in the room opens and then closes a door.*]

- Did you hear the door?
- How did you use your eyes? (to look at the picture)
- How did you use your ears? (to listen for the door)

EXPLAIN: [*Display book cover.*]



Today we are going to read a book called *Listen and Learn*. The author of the book is Cheri Meiners. Remember, the author of a book writes the words. The illustrator is Meredith Johnson.

ASK: Do you remember what an illustrator does? (draws or paints the pictures)

EXPLAIN: Our book will help us to learn more about listening.

ACT: [*While reading the book, use questions such as those suggested below to engage children in the book's content. You may wish to encourage children to raise their hand to respond so everyone gets a chance to speak and be heard.*]

- pp. 4–5: What body parts do we use when we listen? (eyes, ears) When our body is quiet, it is not moving. This helps everyone to listen better.
- p. 11: What can we do if we don't understand something someone says? (ask questions)

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Using Self-Control *continued*

Self-Regulation

- pp. 14–15: What should we do when an adult in our classroom tells us something? (look and listen carefully) Why? (to know what to do, to learn something)
- p. 23: Do you like it when someone listens to you? Why?
- p. 29: Who are these children listening to? (teacher) Why are they listening to her? (she is telling them what to do next, she is talking about their field trip)

RECAP: Today we read a book about listening. Why is it important to listen? (to learn, to know what to do) Show us how you listen!

Scaffolding Tips

Extra support ■ Describe illustrations in the book if children seem unclear about the ideas offered in the book text.

Enrichment ■ Ask children "What would happen if a teacher described the rules to a new game and someone didn't listen?" (the person wouldn't know how to play) ■ Ask children why it is sometimes hard to listen. (there may be other things to see and hear, we may want to talk too) Have you ever tried to listen to a story or tell your own story when someone was making noise? What happened?

Center Activity

Supply craft tubes for pairs of children for a listening game. Invite children to take turns saying words to each other through a craft tube. The child who is listening should repeat what he/she heard the other child say. Encourage children to take turns being the listener. As children talk to one another, point out how important it is to listen. Do they know what the other person said if they do not listen?

Family Child Care

Play a listening game with all children in your setting. Invite children to sit in a circle. Whisper a three-word phrase into a child's ear and ask that child to whisper the same phrase in the next child's ear. Continue until the whispered phrase has made it around the circle. Ask the last child to repeat what he/she heard. Was it different from what was originally whispered? Increase the complexity of the phrase as children become better listeners! Invite school-age children to begin the game by whispering a three-word phrase of their choice. School-age children may also enjoy playing the game with longer phrases.

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WEEK 3

DAY 1

Being a Scientist

Science

Be Prepared: Ice cubes are used in today's activity. Ensure the size of cubes are not a choking hazard. Write the following title at the top of the chart paper: What Are Ice Cubes Like?

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to learn about something by observing, describing, and recording.

Key Concepts

New: Observe
Record
Describe
Scientist

Materials Needed

Ice cubes for each child (see Be Prepared)
Small bowls—1 per child
Chart paper
Marker

Also Promotes

Language/Literacy

Optional Reading

What Is a Scientist? by Barbara Lehn

Scientists Ask Questions by Ginger Garrett

BEGIN: Today we are going to be scientists with ice cubes.

- When does your family use ice cubes?
- Why do people use ice cubes? (to keep things cold)



EXPLAIN: [*Give each child a small bowl with several ice cubes.*]

Let's all look at our ice cubes. We can learn about something by looking at it. Looking at something is called observing. When we **observe** something, we look carefully at it. We are going to observe our ice cubes. Sometimes we also touch and move what we are observing.

ACT: [*Encourage children to touch, hold, and stir their ice cubes.*]

ASK: Who would like to tell us about their ice cubes? (cold, hard, wet, slick)

EXPLAIN: I am going to record some of the things we say about our ice cubes on this chart paper. We **record** something when we write it down.

[*Display chart. Point to each word in the title as you read it.*]

The title of our chart asks a question: What Are Ice Cubes Like?

What Are Ice Cubes Like?

ACT: [*Record children's single word descriptions on chart paper. Say each word as you write it.*]

EXPLAIN: We just told about our ice cubes. Telling about something is also called describing something. We **describe** something when we tell about it. We can describe what we see. We can describe what something feels like when we touch it. We also can describe what happens when we move what we are observing.

I wrote on our chart what we described about our ice cubes. Remember, we record something when we write it down. Our chart helps us remember what we observed.

We may be able to record some more things that we observe about our ice cubes.

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Being a Scientist *continued*

ACT: Let's look at our ice cubes again. I will record on our chart what we describe.

- What is happening to our ice cubes?
- Are any of the ice cubes changing?
- How are they changing? (melting, becoming water)

[*Record children's additional single word descriptions on chart paper. Say each word as you write it.*]

EXPLAIN: We are answering a question when we observe and describe our ice cubes. We are answering the question, "What are ice cubes like?" Our answers are recorded on our chart paper.

[*Point to chart paper and read some of the words as examples of how children answered the question, "What are ice cubes like?"*]

We are doing what scientists do. Everyone can be a scientist. A **scientist** tries to understand things by asking a question and then answering the question by describing what was observed. Sometimes scientists try to change something so they can better understand it. Let's together say the word scientist: sci-en-tist. Let's say it again slowly so we hear all of the parts of the word: sci-en-tist.

ASK:

- What was the first thing we did to learn what ice cubes are like? (observed)

  [*Remind children that when we observe something, we look closely at it.*]
- What was the next thing we did to learn about ice cubes? (described)

  [*Remind children that when we describe something, we tell about something.*]
- We used our chart paper to record what we described. What does it mean to record something? (write it down)

RECAP: We learned about ice cubes by being scientists today. We answered the question, "What are ice cubes like?" We observed and described our ice cubes. I recorded what we described on our chart paper so we can remember what we learned about ice cubes. We will learn more about ice cubes this week. We will be scientists!

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Being a Scientist *continued*

Scaffolding Tips

Extra support ■ Ask questions to encourage children's descriptions of ice cubes. Examples: "What do they look like?" "How do they feel?" "What happens when you move your ice cubes or hold your ice cubes?" ■ Emphasize a child's description of his/her ice cubes as a model for others to follow. Example: "Jake just described his ice cubes by telling us that his ice cubes were cold and wet."

Enrichment ■ Ask children if they have ever seen ice cubes change at home or in a restaurant. How did they change? Was the change the same kind of change we saw in our ice cubes today?

Center Activity

Fill a tub with ice cubes. Provide spoons and cups for children to use while exploring the ice cubes. Encourage children to talk about their play with the ice cubes. Examples: "What do the ice cubes feel like?" "What happens to ice cubes when you hold them?"

Family Child Care

Invite preschool-age and school-age children to learn more about ice cubes by doing some ice cube painting. Fill an ice cube tray with water. Add one teaspoon of powdered tempera paint to each section of water and mix well. Cover the ice cube tray with plastic wrap. Poke a hole over each cube section and insert a craft stick. Place ice tray in the freezer until cubes are frozen. Encourage children to use their ice cube "paint brushes" to paint on a large piece of paper. As children create, ask them to describe what is happening to the ice cubes as they begin to melt.

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WEEK 3

DAY 2

Understanding Sounds

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will listen to and identify a sequence of two similar single sounds.

Key Concepts

Review: Listen

Materials Needed

Chart paper

Marker

Items for making sounds (see Be Prepared)

Small box with lid

Also Promotes

Self-Regulation

Be Prepared: Today's listening game emphasizes the sequence of two similar single sounds, including some sounds not offered in prior versions of this game. Again, use a box with a lid to hide items used for making a sound. See Week 2, Day 2 for sound possibilities. Additional sound possibilities include:

drumming	clearing a throat	writing on a whiteboard
bouncing ball	puzzle pieces in a box	marker lid clicking on a marker
clock ticking	toy cash register	



BEGIN: Today we will play another listening game. We will listen for two sounds just like we did last week. Remember, we pay close attention to what we are hearing when we listen.

EXPLAIN: We will first keep our eyes open while we listen to the sounds. Then we will close our eyes and take turns guessing the sounds we hear. I will ask one person to guess the two sounds and which sound came first after we open our eyes. This way we can make sure everyone gets a turn to guess the sounds. Please do not say the name of the sounds out loud if it is not your turn.

ASK: Are you ready to use your listening ears again? Okay!

ACT: [*Make two single and similar sounds with children's eyes open. Say the name of each sound. Examples of similar sounds include:*

ringing a bell and a phone ringing	turning pages of a book and crumpling paper
drumming and bouncing a ball	hammering and knocking on a door
clearing a throat and coughing	snapping fingers and clapping

Invite children to close their eyes. Make each of the two sounds again in the opposite order. Invite children to open their eyes. Then invite one child to describe the sounds (first question below) and another child to tell the order of sounds (second and third questions below).]

ASK:

- What were the two sounds?
- Which sound came first?
- Which sound came second? That's right! First we heard a _____, and then we heard a _____.

EXPLAIN: I am going to write the names of the sounds we heard on our chart just like we did last week.

[*Point to chart.*]

Sounds We Heard

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Understanding Sounds *continued*

The words at the top of the chart say Sounds We Heard. I will write the words _____ and _____ next to each other on our chart.

[*After you write both words on the chart, point to each word and read it aloud.*]

We worked hard to listen for two sounds and to remember the two sounds. Let's listen to two more sounds.

ACT: [*Introduce three sounds that sound similar. Introduce the sounds to children with eyes open and then ask children to close their eyes as you make two of the sounds again. Invite one child to guess the sounds and a different child to say which sound came first. Then review the sounds. Example: "There were two sounds. First we heard a _____, and then we heard a _____." Write the name of both sounds next to each other on the chart. Point to both words and read them aloud. Make sure each child gets a turn.*]

RECAP: Today we played another listening game. We listened to two different sounds. Then we each guessed the two sounds and wrote them on a chart. Let's look at our chart to remember all of the sounds we guessed during our listening game. Our chart says Sounds We Heard.

[*Point to each word on the chart as you say it. Point to and say the name of each sound on the chart.*]

Scaffolding Tips

Extra support ■ If a child does not respond with the correct sounds when asked, ask everyone to close their eyes again, repeat the sounds and then ask again. If this is insufficient, then provide both sounds with children's eyes open, ask children to close their eyes, and make one of the sounds. Then ask which sound the child heard. If there is still an incorrect response, say "the sound we heard was ___; this is the sound it makes" while again making the sound (children's eyes are open). ■ As children describe how the sounds were alike, give hints if necessary. Examples: "What sound did the tongue make when it was clicking?" "What sound did the marker make when the lid was put on?" "Was one sound louder than the other?" "Was one sound quieter than the other?"

Enrichment ■ Encourage children to think of two similar sounds that have not been introduced. ■ Introduce four single and similar sounds to children with eyes open. Then, with eyes closed, make two of the four sounds introduced. Encourage children to describe how the sounds were different.

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WEEK 3

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Center Activity

Invite children to draw a picture of the two sounds they guessed during the activity. Some will be easier to draw (for example, a ball) than others (clearing a throat). Example: If a child heard drumming and a bouncing ball, he/she would draw a picture of a drum and a ball. Provide sound-making items used during the activity.

Family Child Care

Try a new game of two sounds with preschool-age children in your setting: Make two sounds and ask children to guess both sounds. Then, make only one of the sounds. Ask children to identify which sound is missing. School-age children may enjoy being "sound detectives." Provide clipboards and pencils. Invite school-age children to explore your setting or outdoor environment and write down the sounds they hear.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 3

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will identify groups of 2–3 items with and without counting.

Key Concepts

Review: Group of two
Group of three

Materials Needed

Five Little Monkeys Jumping on the Bed by Eileen Christelow

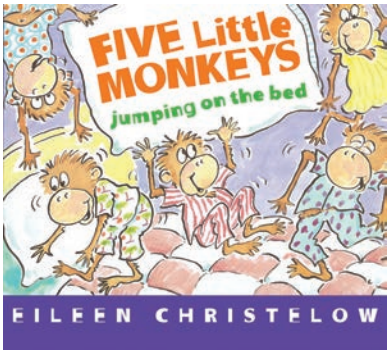
3 identical counters

3 different-colored counters (same type)

Also Promotes

Language/Literacy

BEGIN: Yesterday we read a book about five monkeys. Let's hold up five fingers. We also practiced finding groups of two and three items in our classroom. Let's look again at the book and see if we can find groups of 2–3 monkeys.



[*Go through some pages in the book to find groups of 2–3. Then, go through pages in backward fashion, beginning with the page with five monkeys. With each page, ask: "Are there two or three monkeys on this page? (no, until we get to the page with two or three) Let's keep looking."*]

Today we will use circles (counters) to find groups of 1, 2, and 3.

EXPLAIN: I will put a group of circles in front of me.



[*Place a group of 1, 2, or 3 counters in front of you, depending on your understanding of most children's skill in quickly identifying the number of items in a small group without counting.*]

ASK:

- How many circles do I have?
- How do you know I have a group of ___?
- Did you count them, or did you just know when you looked at them?

[*Repeat this activity several times, using the same number of counters or up to three counters, depending on whether most children can quickly indicate how many counters are in the group.*]

EXPLAIN: Now we are going to try this activity with circles that are different colors.

[*Place a group of 1–3 different-colored counters in front of you. Use the same type of counter, but in different colors. Begin with a group of 1–2.*]

ASK:

- How many circles do I have?
- How do you know I have a group of ___ circles?

[*As children show mastery of these smaller groups, move to a group of three. Ask children to tell how many as soon as they know.*]

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WEEK 3
DAY 2

Counting Things *continued*

123 Mathematics

ACT: [*Put three red counters in a group. Put three counters of different colors in a second group.*]

ASK: We have three red circles in a group. Is it the same as having three circles that are different colors in a group?

EXPLAIN: Each group of three is a group of three no matter what color the circles are in the group. In this activity, we pay attention to the number of circles. We do not pay attention to the color of the circles.

RECAP: Today we practiced looking at groups of 1–3 items and tried to decide how many were in each group. Sometimes we can look at a small group of items and know how many without counting!

Scaffolding Tips

Extra support ■ For children who need additional experience in determining if equal groups of different-colored counters have the same amount, encourage them to count the number of counters in each group, pointing to each one as they count. ■ If children are unable to identify groups of three, continue to work on groups of 1–2.

Enrichment ■ Invite children to work in pairs to make their own groups. One child can make a group, and the other child can identify how many. Encourage children to take turns.

123 Center Activity

Provide three plastic cups. On each cup, place 1–3 dots so that there is one cup for each amount. Invite children to place the correct group of counters into each cup. Observe children as they determine the number in each group on the cup. Do they count the dots or can children determine the size of the group by just looking?

Family Child Care

Encourage all children in your setting to determine if groups of items have the same amount. Give preschool-age children a group of 1–3 items of the same kind (1–3 craft sticks, 1–3 blocks, etc.). Give them another group of items of the same amount as the first group but with items of different kinds (different kinds of stuffed animals, different kinds of play food). Ask children if both groups are equal. School-age children will enjoy matching a group of items with the same number of items in a second group. Example: Child places six different types of cars on a table and then makes another group of six different items.

Elm

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WEEK 3

DAY 2

Using Self-Control

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand why it is important to raise our hand in a group if we would like to speak.

Key Concepts

New: Raise our hand
Quietly
Patient

Materials Needed

None

Optional Reading

Waiting is Not Forever by Elizabeth Verdick

Waiting is Not Easy! by Mo Willems

Revised: 6/30/2023

BEGIN: Yesterday we learned about why it is important to listen. Who can tell us one reason it is important to listen in the classroom? (to learn things, to know what to do)

EXPLAIN: Today we will learn an important way to talk in a group. Sometimes we all have ideas we want to share. If we share them all at the same time, we will not be able to hear what each person says. Let me show you.

I will ask you a question. I want everyone to answer at the same time as soon as I ask it. Ready, here we go.

ASK: What is your favorite animal?

[*Encourage children to answer at the same time. If necessary, ask another question so children can understand that when they all talk at the same time, their answer cannot be heard.*]

EXPLAIN: When we all answered at the same time, it was noisy! We couldn't hear many of our answers.

We are going to learn a way for everyone to talk and be heard. It's called raising your hand.

[*Demonstrate raising your hand.*]

When we **raise our hand**, it lets us know you have something to say. The trick is to raise your hand quietly. We don't talk when we raise our hand **quietly**.

[*Demonstrate raising your hand and putting your pointing finger over your mouth.*]

When we raise our hands, we raise our hands gently, straight up in the air towards the sky. We don't swing our arms or wave them side to side because this might hurt the people sitting next to us.

[*Demonstrate raising your hand gently by slowly putting hand straight up in the air.*]

I will ask another question. Please raise your hand quietly if you would like to answer the question. Let's try it.

ACT: [*Have another adult sit among the children. Ask a question such as "What is your favorite color?" Have the adult among the children model how to raise his/her hand while sitting quietly.*]

I asked a question and now I am looking at children who are sitting quietly and raising their hand. See how _____ is sitting quietly and

Revised: 6/30/2023

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Using Self-Control *continued*

raising his/her hand? Now I am going to call his/her name so he/she can answer the question.

[*Call on the adult who is modeling raising his/her hand. After the adult has answered the question, ask if someone else would like to answer the question.*]

I am looking for quiet sitters with their hand up.

[*Praise children who are waiting quietly but only call on one child at a time, praising the other children in between turns. Call on children who are sitting quietly with their hand up. Example: "I am calling on Diane because she has her hand up and is waiting patiently." Young children may need an alternative to raising their hand as they gain an understanding of this expectation. Tapping an adult on the arm or shoulder may be easier for young children to understand and implement. Give several reminders that you are looking for a "quiet sitter with hand up" if necessary. Be sure to call on every child who is sitting quietly and raising his/her hand.*]

EXPLAIN: We are being patient when we quietly sit with our hand up. When we are **patient**, we wait our turn without getting upset and without complaining. Sometimes it can be hard to be patient.

ASK:
- Can you think of a time when you had to wait for something you really wanted? (vacation, snack, toy, etc.)
- Was it hard to wait?

EXPLAIN: Sometimes it is hard to raise our hand and wait until it is our turn to talk. But, when we are patient and raise our hand, everyone gets a chance to speak and be heard.

ASK: Who can think of something to do while we are patiently waiting our turn to speak? (listen to the speaker, think about what you want to say)

EXPLAIN: Let's practice raising our hands again. This time I want you to think of a question you would like to ask me. It can be about my favorite sport, or maybe what I had for breakfast. If you think of a question, raise your hand and I will call on you one at a time to tell me your question.

ACT: [*Remind children that you are looking for "quiet sitters with their hand up" as you call on children. Be sure to verbally recognize by name each child who is showing appropriate behavior.*]

RECAP: Today we learned that we need to raise our hand when we want to speak in a group. Why should we raise our hand? (so people can hear us, so everyone can have a turn to speak and be heard)

[*Continue to practice this new skill. Remain consistent as you call only on "quiet sitters" with their hand raised. Continued reminders and consistency will help children understand what is expected of them.*]

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WEEK 3
DAY 2

Using Self-Control *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Patience and turn taking are difficult skills for some children to master. If children continue to speak out, wave their hand vigorously, or get upset because they haven't been called yet, remind them of how to be patient. ■ Provide a consistent reminder of what children should do if they want to speak. ■ Reinforce desired behaviors by noticing when children are doing them and telling them that they are being patient.

Enrichment ■ Ask children how they would feel if they raised their hand to answer a question and someone else yelled out an answer. Why would they feel that way?

Center Activity

Children will enjoy practicing their listening skills while playing a "do as I do" game. Invite one child to be the leader of the game. Encourage the child to raise his/her hand as he/she states what the other children should do. Example: "Clap your hands just like me!" Raising his/her hand will reinforce that he/she has something to say. Encourage children to take turns leading the game.

Family Child Care

Invite children to practice their listening skills by playing a game such as *Simon Says*. Children will need to listen carefully to the speaker to know what to do in the game. Invite school-age children to be "Simon" as preschool-age children listen carefully for what to do. Encourage "Simon" to raise his/her hand each time he/she says something. This will reinforce that he/she has something to say.

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WEEK 3

DAY 2

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to learn about something by trying to change it.

Key Concepts

New: Frozen
Melts
Compare

Review: Observe
Describe
Record

Materials Needed

Ice cubes for each child
Small bowls—2 per child
Chart from Day 1
2 pitchers
Warm and cold water

Also Promotes

Language/Literacy

Optional Reading

Melting and Freezing by Lisa Greathouse

BEGIN: Yesterday we answered the question, "What are ice cubes like?" We were scientists with our ice cubes.

- The first thing we did was look at our ice cubes. What word did we learn that means to look at something? (observe)
- The next thing we did was tell about our ice cubes. What word did we learn that means to tell about something? (describe)
- Then I recorded what we learned about our ice cubes. What does it mean to record something? (write something down)

EXPLAIN: [*Display Day 1 chart.*]

Let's look again at our chart about ice cubes. Our chart helps us remember what we learned about ice cubes. I am going to read how we described our ice cubes.

[*Point to and read each word on the chart.*]

Today we will do something different with our ice cubes.

ASK: Have you ever observed what happens when water is poured on an ice cube?

[*Encourage children to describe what they know about putting water on an ice cube.*]

EXPLAIN: We are going to observe what happens when we pour water on some ice cubes.

Each of us will get two bowls of ice. I will pour water in only one bowl.

ACT: [*Give each child two bowls with several ice cubes in each bowl. Carefully pour water over the ice cubes in one bowl.*]

- Are any of the ice cubes with water poured on them changing?
- How are they changing?
- Are the ice cubes changing in your bowl that has no water?

EXPLAIN: Ice cubes are made of frozen water. When something is **frozen**, it turns to ice because it is very cold. Ice cubes change by melting when they get warm. When ice **melts** it turns back into water.

We are comparing what happens to our ice cubes when they have water poured on them and when they do not have water poured on them. When we **compare** things, we look for ways they are the same or different.

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WEEK 3
DAY 2

Being a Scientist *continued*

Science

ASK:
- How did our ice cubes change when we poured water on them? (melted, got smaller, turned into water)
- Why do you think our ice cubes in water melted faster than our ice cubes that were not in water? (water makes ice cubes melt faster)



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EXPLAIN: Today we learned about ice by trying to change our ice cubes.

ASK:
- What did we do to change some of our ice cubes? (poured water on them)
- We did several things after we poured water in one of our two bowls of ice. Who can tell us what we did? (observed, described, compared)
- What did we learn by pouring water into one bowl of ice cubes and comparing it to a bowl of ice cubes with no water? (ice cubes melt faster when water is poured on them)

RECAP: Today we learned something about ice by trying to change ice cubes. We poured water into one bowl of ice cubes and did not pour water on another bowl of ice cubes. We observed and described what happened to our two bowls of ice cubes. We compared our ice cubes in water to our ice cubes not in water. Are we doing what scientists do? (yes!)

Scaffolding Tips

Extra support ■ When you ask children if they have ever observed what happens when water is poured on an ice cube, it may be helpful to remind children that when we observe we look closely at something. ■ When you introduce the concept of compare, remind children that different means things are not the same. ■ As children describe what they see when their ice cubes are changing, help with vocabulary as needed.

Enrichment ■ Ask children to think of other things that melt when they get warm. (snow, ice cream) ■ Compare ice cubes in warm water to ice cubes in cold water. Are there differences in how quickly the ice cubes melt?

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WEEK 3

DAY 2

Being a Scientist *continued*

Science

Center Activity

Fill the water table or a tub with a small amount of water. Periodically, put ice cubes into the water and encourage children to play with them and watch them melt. Provide cups, spoons, and other materials for exploration. If the water gets too cold for children, add some warmer water as they play.

Family Child Care

Invite children to observe other things that are cold and frozen. Take a look in a freezer, if available, and ask children to feel how cold other things are when they are frozen. Do the items feel as cold as ice cubes? School-age children may enjoy the challenge of comparing frozen items to items in the refrigerator. Point out that frozen and refrigerated items are both cold but they are different. How are they different? Ask children how we can make refrigerated items as cold as frozen items.

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WEEK 3

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: Understand 1–2 words in book introduced on Day 1

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

Marker

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is _____. Let's talk about what we remember about the book.

ASK:

- What is our book about?
- Who were the main characters in our book?
- What happened first? What happened next?

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: Does anyone remember one of the words we talked about on Day 1?

[*Remind children of the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book. Example: "We just heard the word 'wiggly.' Did everyone hear it? 'Earthworms are fat and wiggly like my fingers and toes.' The worms in our book wiggle. Wiggle means to move around a lot."*

If there is a text pattern in the book, invite children to fill in phrases or repeat a refrain or chant as part of the book reading.]

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WEEK 3
DAY 3

Understanding Words *continued*

Language/ Literacy

EXPLAIN: We learned ___ new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word. When we understand something, we know what it means or how it works.

Words We Understand

[*Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what it means to be curious. Hedgie was curious. What is Hedgie doing in this picture that shows he is curious?" (poking nose inside stocking to look inside)*
- *Define a word without naming it and ask children to identify the word. Example: "What is the name of a worker who takes care of plants in a garden?" (gardener)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the mitten stretched. It got a lot bigger. What other things might stretch? Can you stretch? Show us!"*]

ASK: Our book was about _____. Are there other ways you know about _____?

[*Facilitate discussion of book connections to children's experiences. Examples:*

- *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
- *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

RECAP: We learned more words today when we read _____. Let's look at our chart to remember the words we are learning to understand.

[*Say and point to each word on the chart. Invite children to say one thing they know about the word.*]

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WEEK 3

DAY 3

Understanding Words *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If a novel word pertains to an object or picture available in your classroom or center, display the object or picture as an additional source of help to children in understanding a word. Example: Squeeze a tube of toothpaste as part of discussing the word squeeze.

Enrichment ■ Select several pictures in the book related to a novel word or a key part of the book. Invite children to describe how the picture tells us something about the book.

Center Activity

In the library center, provide additional books by the author of today's book. Invite children to look at and enjoy the books.

Family Child Care

Encourage school-age children to help you read an age-appropriate book to preschool-age children in your setting. Ask preschool-age children to describe some pictures in the book, point to items in pictures as they are mentioned in the book, and point to the place where you begin reading.

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WEEK 3

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand how to make groups of 1–4 items while connecting number words to the quantities they represent. Children also will understand the concept of more.

Key Concepts

New: Group of four
More

Review: Group of two
Group of three

Materials Needed

Identical counters—4 per child

5 identical counters for adult

Paper (for Extra support tip)

Writing tool (for Extra support tip)

BEGIN: Today we will practice looking at groups of 1, 2, 3, and 4 and telling how many circles (counters) are in each group. A **group of four** has four things.

[*Place two identical counters in front of you.*]

ASK:
- How many circles are in this group? (two)
- Did you count them, or did you just know when you looked at them?

[*Repeat this activity using 1–4 counters in each group. Do this several times as children tell how many are in each group. After children have identified the number of items in each group, remind children that a group of ___ has ___ things.*]

EXPLAIN: Now we are going to try something new with groups of 1, 2, 3, and 4.

[*Give each child four identical counters.*]

I will make a group of 1, 2, 3, or 4 again. This time, let's imagine our circles are a child's cookies. Let's pretend that once upon a time there was a child who had two cookies.

I will make a group of two cookies.

ASK:
- How many cookies are in my group?
- How do you know? (counted them, knew when I looked at them)

EXPLAIN: Pretend you are the child with two cookies and you make a group of two cookies.

ASK: How many cookies are in our groups? (two)

ACT: Now let's pretend there once was a child who had three cookies. I am going to make a group of three cookies.

Pretend you are the child with three cookies and you make a group of three cookies.

Let's pretend one more time about our cookies. There once was a child who had four cookies. I am going to make a group of four cookies.

Now you pretend you are the child with four cookies and you make a group of four cookies.

How many cookies are in our groups? (four)

[*Form two groups of counters in front of you. Put one counter in the first group and put four counters in the second group. Point to each group as you reference it.*]

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Counting Things *continued*

Here is a group of one pretend cookie.

Here is a group of four pretend cookies.

Which group has more cookies?

EXPLAIN: When something has **more**, it has a larger or bigger number of something. The group of four has more cookies than the group of one.

ACT: [*Form another two groups of counters in front of you. Put two counters in the first group and put three counters in the second group. Point to each group as you reference it.*]

Here is a group of two pretend cookies.

Here is a group of three pretend cookies.

Which group has more cookies?

EXPLAIN: Our group of three pretend cookies is larger (or bigger) than the group of two pretend cookies. The group of three has more pretend cookies than the group of two.

RECAP: Today we practiced making groups of 1, 2, 3, and 4. You made groups of cookies like the groups of cookies I made.

[*Hold up four fingers.*]

How many fingers are in our group? (four)

Scaffolding Tips

Extra support ■ If children have difficulty matching your group of 2, 3, or 4, count while you point to each pretend cookie in your group and/or form a group with one fewer pretend cookie. ■ Here is another option for supporting children who have difficulty making their own groups of 1–4: Each time you say a group number, draw that many dots on a paper and invite children to put a counter on each dot.

Enrichment ■ If children have mastered making groups of 1–4, ask them to make larger groups up to six.

123 Center Activity

Provide cards with 1–3 dots drawn on each. There should be one card for each amount. Invite children to place the corresponding number of clothespins on the card. As children work, cover the dots on a card and uncover them for a couple of seconds before covering them again. Can children remember the amount on the card without counting?

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Counting Things *continued*

Family Child Care

School-age children will enjoy making up a story similar to the child with pretend cookies using common identical household items such as beads or beans (a collection that is the same color, size, and kind). Encourage preschool-age children to determine how many items are in each group and which group has more.

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WEEK 3

DAY 3

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will understand different ways to share an item.



Key Concepts

New: Take turns

Review: Share



Materials Needed

Handful of play dough

Puzzle

10 blocks

Doll



Optional Reading

Share and Take Turns by Cheri J. Meiners

BEGIN: What does it mean to share? (use or enjoy something with others)

[*Follow-up prompts if needed: Have you ever shared something? How did it work?*]

EXPLAIN: Last week we talked about asking others to play. Sometimes we share something when we play with others, like a toy or a book.

There are different ways to share something. We might split up the item we want to share. We might also play with it together. Another way we can share is to take turns with something. Each person does something one at a time when we **take turns**.

Let's pretend we are playing with a big ball of play dough and someone asks to play with the play dough too.

ASK: How could we share the play dough with someone else? (split it up, play with it together, take turns with it)

EXPLAIN: Let's practice different ways of sharing something with someone.

ACT: [*Invite a volunteer to help you illustrate how to share by splitting an item. Pretend you are sitting next to a friend (volunteer child) and you would like to use some of the friend's play dough. Demonstrate an appropriate way to ask to play with some of the item. Example: "Can I use some of your play dough? If we split it in half, we can share the play dough."*]

- When we split up an item, we can play with part of it while someone plays with another part of it.

[*Demonstrate how to split the play dough in half. Play with half as the volunteer plays with the other half. Continue for several seconds and then invite a different volunteer to help you illustrate another way to share.*

Ask the volunteer to pretend to play with a puzzle. Approach the volunteer playing with the puzzle and ask to share the puzzle. Example: "May I play with your puzzle, too? I really like this puzzle. We can play with it together."]

- When we play with something together, we both play with it at the same time.

[*Demonstrate how to play with the puzzle together. Continue for several seconds and then invite a different volunteer to help you illustrate playing together with a different item.*]

- We can take turns when we play with something together. We could take turns putting pieces in a puzzle. We can take turns making something like a block tower.

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WEEK 3
DAY 3

Getting Along With Others *continued*

Social-Emotional

[*With the volunteer child, demonstrate how to build a block tower by taking turns putting blocks on top of each stack. Describe the process for children. Example: "First (volunteer child) add a block. Then I add a block. Then (volunteer child) takes another turn adding a block. We are building a block tower by taking turns."*

Display doll.]

We each play with something one at a time when we take turns. We can share by taking turns with this doll. When we want to share something by taking turns, we can say to someone, "Can we take turns with the doll? We can share by each playing with it for a little bit. You could play with the doll for five minutes, then I could play with the doll for five minutes."

ASK: Who can think of ways we can share things in our classroom?

[*Encourage children to think of ways to share in the classroom. Discuss different ideas or situations children mention, and how they might share.*]

RECAP: Today we talked about different ways to share something. Who remembers some ways we can share something with someone else? (split the item, play with it together, take turns with it) How could we share a game? (play with it together, take turns) How could we share a group of toy animals? (split them up, play with them together, take turns)

Scaffolding Tips

Extra support ■ As children think of ways to share in the classroom, help with prompts if necessary. Example: "If you and a friend wanted to play with the same doll, how could you share?"

Enrichment ■ Help children understand it can be difficult to share an item with a larger number of children. After demonstrating how to split up play dough, give a tiny amount of play dough to each of a large number of children. Explain that sometimes things are hard to split up or not very much fun when each child gets a small amount.

Center Activity

Provide limited art supplies. Examples: paper, paint brush, pair of scissors, glue stick, marker, crayon, etc. Intentionally provide one or two less than what would be needed for each child to have one of each. Example: Provide 2–3 glue sticks for a group of four children. Ask children to create anything they'd like with the supplies given. As children create, observe and interact as they decide how to take turns with the items available. Help children think of ways to take turns with the supplies, if necessary. Examples: Ask if you can have a turn, take deep breaths while you wait, use a different item.

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WEEK 3

DAY 3

Getting Along With Others *continued*

Social-Emotional

Family Child Care

Practice sharing by making a snack together. Invite all children in your setting to take turns while working together. Pair school-age children and preschool-age children as they practice taking turns and splitting up tasks. Discuss the different ways they are sharing as they work together.

This activity is informed by the following source: Meiners, C. J. (2003). *Share and take turns*. Minneapolis, MN: Free Spirit Publishing Inc.

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WEEK 3

DAY 3

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of how to learn about something by trying to change it.

Key Concepts

New: Experiment
Shade
Prediction

Review: Compare
Observe
Record
Describe

Materials Needed

Ice cubes

Prepared chart or paper

2 bowls

Lamp (if indoors)

Also Promotes

Language/Literacy

Be Prepared: Today's activity takes place outside and uses sunlight. If sun is not shining or inclement weather or other factors prevent you from going outside, adjust the activity for an indoor setting. Organize a simple, two-column chart as pictured on next page. Including a picture of sun (or a lamp) and a picture of something that provides shade will help children understand what is being compared in the two columns of the chart.

BEGIN: On Day 2 we learned about ice by trying to change our ice cubes.

- How did we try to change our ice cubes? (poured water on one bowl of ice)
- We compared the ice cubes in our two bowls after we poured water in one of our bowls. What does it mean to compare things? (figure out what is the same and what is different)
- Did the ice cubes in our two bowls do the same thing after we poured water in only one bowl? (no, the ice cubes in water melted faster than the ice cubes that were not in water)

EXPLAIN: We did an experiment when we poured water in one bowl of ice but did not pour water in our other bowl of ice. When we do an **experiment**, we try to change something so we can better understand it. Remember, scientists sometimes try to change something.

Today we are going to observe what happens when we put some ice cubes in the sun and some other ice cubes in the shade. We will do a different experiment with ice!

ASK: Who remembers what it means to observe something? (to look carefully at it)

EXPLAIN: **Shade** is a place that is covered from the sun or light. The sun does not shine directly on us when we are in the shade.

We will compare what happens to our ice cubes in the sun and our ice cubes in the shade. This is an experiment.

Let's think about what might happen to the ice cubes. When we think about what might happen we are making a **prediction**.

ASK:

- What do you think might happen to the ice cubes in the sun? (melt quickly, get warm)
- What do you think might happen to the ice cubes in the shade? (stay frozen longer)

ACT: [*Take children to an outdoor area that provides both sun and shade.*]

We are going to put one bowl of ice cubes in the sun, and put another bowl of ice cubes in the shade. Let's be scientists by observing what happens to the ice!

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Being a Scientist *continued*

[*Set a bowl with two ice cubes in a sunny area. Use a lamp if this activity is done indoors. Set another bowl with two ice cubes in a shaded area.*

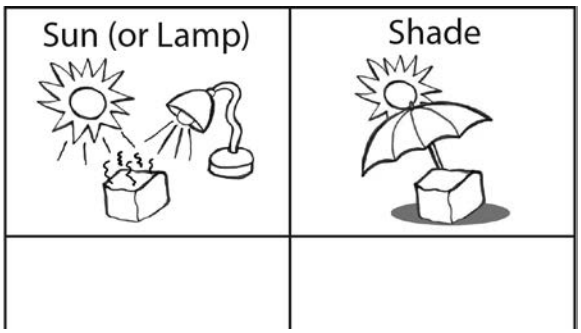
Invite children to stand in the sunny area and describe what it feels like. If a lamp is used indoors, invite children to place a hand under the lamp but only if this can be done safely. Adapt the following questions for an indoor activity.]

- What does it feel like in the sun? (warm, hot)
- Now, let's move to the shaded area. What does it feel like in this shaded area?

Now we will observe and describe what is happening to our ice cubes. I will record what we describe on a chart. Remember, when we record something we write it down.

[*Display chart and point to its key parts as you describe each.*]

Please look closely at our chart. One side of our chart has a picture of the sun (or a lamp). The other side of our chart has a picture of (item that provides shade). The (item that provides shade) stops the sun from shining on the ice.



[*After several minutes, ask children to observe and describe the ice cubes in the sun and then move to the shade. Use one- or two-word entries as you record their descriptions on the chart. Point to and read each word as you write it. If necessary, draw children's attention to the water in the bowl placed in the sun. Add the word "water" to the chart.*]

Let's describe what is happening to the ice cubes. Remember, when we describe we tell about something.

- What is happening to the ice cubes in the sun? Why?
- What is happening to the ice cubes in the shade? Why?
- Let's put both bowls side by side so we can compare the ice cubes in each bowl. Do the ice cubes in our two bowls look the same or different? Why?

EXPLAIN: Our ice cubes melted faster in the sun than in the shade because it is warmer in the sun. The shade stopped the sun from shining on the ice cubes.

ASK: What happened to the ice cubes in the sun when they started to melt? (turned to water)

RECAP: Today we did another experiment with ice cubes. We learned about ice by trying to change it. We put some ice in the sun (or under a lamp) and some ice in the shade. Our ice cubes in the sun melted faster than our ice cubes in the shade

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Being a Scientist *continued*

Science

because ice is made of frozen water that melts when it is warm. The shade stopped the sun from shining on the ice.

[*If time permits, teach the following song sung to the tune of Mary Had a Little Lamb:*]

Ice Cube Song

(*Sing to the tune of Mary Had a Little Lamb*)

One little, two little, three ice cubes,
three ice cubes, three ice cubes
Four little, five little, six ice cubes,
When we get warm we will melt!



Scaffolding Tips

Extra support ■ If children seem confused about the idea of shade stopping the sun from shining on something, safely place your hand between the lamp (turned on) and ice that is beneath the lamp. Explain that your hand stops the lamp from shining directly on the ice. ■ Children may enjoy pretending to be an ice cube while singing the optional song. ■ Point out where shade can be found outside. Shade is a place where the sun is not shining on the playground.

Enrichment ■ Introduce the term "temperature" if children show interest in warmer and cooler differences. Temperature tells us how warm or how cold something is. ■ Ask children what they think would happen if they took the ice cubes outside on a cooler day? What about a warmer day?

Center Activity

Fill the water table or a tub with bowls of ice. Supply bowls of warm water and bowls of cold water as well. Encourage children to use spoons and cups to pour warm and cold water on the ice cubes. Periodically provide more ice and warm and cold water as needed.

Family Child Care

Encourage all children in your setting to think of ways to make ice cubes melt. Try out some of their ideas. Examples: wrapping them in a towel, an adult placing them in the oven, holding them in a warm hand. Encourage children to compare different ideas by how quickly the ice cubes melt. Take photos of each idea and use the photos to make a group book. Invite preschool-age children to draw additional illustrations of ice cubes in the book and invite school-age children to write about each idea.

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WEEK 3

DAY 4

Understanding Words

Language/ Literacy

3–5 YEARS

Be Prepared: Today's game focuses on listening to and following sequential requests that emphasize prepositions and relational words (in front of, behind, under, over, up, down). You may wish to use other or additional prepositions and relational words. Monitor children's actions during the game to determine how well they understand key words.

Large Group

Skill and Goal

Oral language

Children will listen to and try to follow a sequence of verbal requests that emphasize prepositions and relational words.

Key Concepts

Review: Listen

Materials Needed

*Action picture cards (see Extra support tip)

Also Promotes

Physical/Health

Self-Regulation

*Printables provided

BEGIN: Today we are going to play another listening game. We will use our listening ears so we know what to do. Our game is called *Simon Says*.

ASK:

- Have you ever played *Simon Says* before?
- How does it work?

EXPLAIN: We will do what Simon asks us to do. We need to listen carefully so we can remember what Simon asks us to do.

(Adult helper) and I will show you how to play the game. I will be Simon. (Adult helper) will do what Simon says.

[*Invite (adult helper) to stand next to you in front of children. Direct your requests to the adult helper.*]

Simon says please touch your head and then clap your hands in front of your body.

[*Ask children to watch as the adult helper does the two sets of actions in the correct order.*]

Great job listening! You touched your head and then clapped your hands in front of your body. Let's all do that together!

ACT: [*Lead children in touching their head and then clapping their hands in front of their body.*]

(Adult helper) will try it again. Simon says please touch your head and then clap your hands behind your body.

[*Ask children to watch as the adult helper does the two sets of actions but instead of clapping his/her hands behind his/her body, he/she incorrectly claps hands in front of his/her body.*]

- Did (adult helper) do what Simon said?
- What did he/she do instead? (clapped hands in front of body instead of behind)

Simon said to touch your head and then clap your hands behind your body. Let's try it together.

[*Lead children in touching their head and then clapping their hands behind their body.*

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WEEK 3
DAY 4

Understanding Words *continued*

Language/ Literacy

Continue to provide two-action requests and lead children in acting out each request:]

Simon says please stand up and clap your hands in front of your body. Simon says please stand up, clap your hands in back of your body, and then sit down.

Simon says please put your hands over your head and then put your hands under your chin.

Simon says please put one hand under your chin and then put the same hand over your head.

Simon says please put one hand under your chin and then put a different hand over your head.

RECAP: Today we played *Simon Says*. We used our listening ears to find out what Simon wanted us to do. We listened, remembered, and then did what Simon asked us to do. Simon used the words up, down, in front of, behind, over, under, same, and different.

Scaffolding Tips



Extra support ■ Younger children may benefit from the use of *action picture cards in addition to verbal requests as you introduce the game. ■ If children are unfamiliar with prepositional and relational words used during *Simon Says*, model the action. Repeat the words as you show what they mean. ■ If children do actions in the wrong order, repeat what Simon asked and invite children to do the actions again. Remember, children are learning new words and practicing use of motor skills. ■ Use one-action (vs. two-action) requests if children find it difficult to follow the order. ■ Emphasize the meaning of a preposition or relational word used in a request.

Enrichment ■ Increase the challenge of the game by adding one or more actions. Example: "Simon says stand next to your neighbor, jump three times, put your hand on top of your head, and then sit down."

Center Activity

Encourage children to continue playing *Simon Says*. Invite children to take turns playing Simon.

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WEEK 3

DAY 4

Understanding Words *continued*

Language/ Literacy

Family Child Care

Play *Mother May I?* with all children in your setting. Stand facing children. Choose a child and announce a request using a preposition. Example: "Brian, you may stand next to Ellen." The child should respond with "Mother may I?" You will then state "Yes" or "No," and invite the child to act accordingly. If the child forgets to say "Mother may I?" he/she goes back to his/her original position. Use simple prepositions such as behind, in back of, in front of, and next to.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 3

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Be Prepared: Prepare the following for each child: one paper with a simple monster head outline drawn on it, four paper eyes, four paper noses, and four paper mouths (see picture below for an example).

BEGIN: We are learning how to make groups of 1–4 items. We also are learning what it means for a group to have more of something. Remember, when something has more, it has a larger or bigger number of something.

[*Hold up two fingers on one hand and four fingers on your other hand.*]

ASK: Which of my hands has more fingers in the air?

EXPLAIN: Today we will make groups of 1–4 with a monster head! Each of us will make our own monster. Each of our monsters will be different. We can make our own monster look any way we want it to look.

ACT: Let's begin by practicing how to make a monster head. I will draw a monster head shape on a chart paper. Together, we will give the monster a face.

[*Draw a simple "monster head" shape on a chart paper.*]

I have pieces of paper for four eyes, four noses, and four mouths.

[*Glue the eyes, noses, and mouths to the monster after asking how many of each the monster should have. Children may suggest using 1–4 of each facial feature. Use the number of each facial feature chosen by the majority of children. It isn't necessary to use all four of each feature. Ask the following questions when choosing the number of facial features:*]

- I have four eyes that we could put on our monster if we want to.

  [*Hold up each eye as you count each.*]
- How many eyes do you think we should put on our monster head? Remember, a group of ___ has ___ things. I will glue that number of eyes on the monster.

  [*Glue the number of eyes chosen by the class to the monster head.*]
- How many eyes does our monster have?
- How do you know?
- Let's count them together.
- I have four noses that we could put on our monster if we want to.

  [*Repeat above process for noses and mouths. Remind children that groups of 2, 3, or 4 items have 2, 3, or 4 things.*]



Skill and Goal

Number knowledge

Children will strengthen their understanding of more. They also will strengthen their understanding of how to connect number words to the quantities they represent.

Key Concepts

Review: More
Group of two
Group of three
Group of four

Materials Needed

Chart paper

Marker

Monster heads—1 per child

*Monster head features for each child (see Be Prepared)

Glue

Also Promotes

Creative Expression

*Printables provided

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Counting Things *continued*

Now, each of you can make your own monster! You will get a paper with a monster head shape on it. You will also get four eyes, four noses, and four mouths. You need to decide how many of each your monster will have. We will have lots of different looking monsters!

[*As children glue the features on their monster's face, observe and ask how many of each feature they have.*]

RECAP: Today each of us made a monster face. We practiced making groups of 1, 2, 3, or 4 while making the face. Many of our monsters are different. Some have four eyes, noses, and mouths, and some have one, two, or three!

[*Invite children to describe their monster. As each child shares, ask how many of each feature their monster has. Encourage children to point to and count each type of feature.*]

Scaffolding Tips

Extra support ■ Invite children who need additional experience in making groups of 1–4 to say the number of each feature they would like to glue on their monster before gluing. Then, encourage them to count out the number of facial features before gluing. Example: "How many eyes would you like on your monster? Let's make a group of eyes before we begin gluing."

Enrichment ■ In the opening finger activity, invite children to hold up a different number of fingers on each of their hands. Remind children that different means things are not the same. Ask children to tell which of their hands has more fingers in the air. Also ask children to say the number of fingers they are holding up on each hand. ■ Ask children to count the number of noses and mouths separately. Which has more? Continue comparing facial features and asking children which has more.

123 Center Activity

Provide a set of dominoes. Include only the dominoes with groups of 0–4. Encourage children to match dominoes with the same amount of dots. Ask children to compare groups of dots. Which group has more dots?

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Counting Things *continued*

Family Child Care

Encourage all children in your setting to make an alien head using an alien head cutout and drawing tools. Invite preschool-age children to draw groups of 1–4 facial features on their alien head. School-age children will enjoy drawing larger groups of facial features on their alien heads in addition to groups of arms and legs. After children have completed their aliens, read a fun alien counting book such as *Aliens Love Underpants* by Claire Freedman. Encourage children of all ages to count the number of underpants on each page. Children may also enjoy counting alien eyes, arms, and legs in the book.

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WEEK 3

DAY 4

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will broaden their understanding that each person is unique.

Key Concepts

New: Wheelchair
Rude
Limbs

Review: Unique

Materials Needed

When Charley Met Emma by Amy Webb

Also Promotes

Social-Emotional
Language/Literacy
Physical/Health

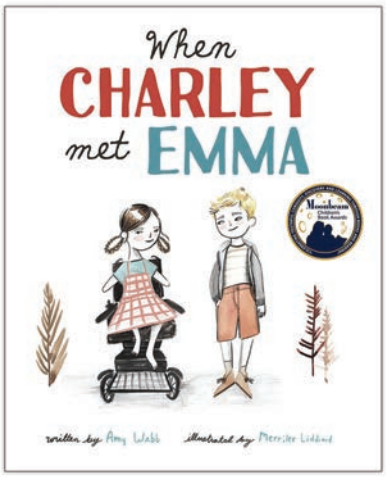
Revised: 12/1/2025

BEGIN: We are learning how we are the same and different. This week we will talk about more ways that people are unique. Remember, unique means that there is no other person just like you.

EXPLAIN: Today we will read a book called *When Charley Met Emma*. This book was written by Amy Webb. The drawings in our book were done by Merrilee Liddiard.

ASK: [*Display book cover. Point to images of Emma and Charley when you mention each.*]

Here is Emma. Here is Charley. What do you notice about this picture of Emma and Charley?



[*Confirm or point out that Emma is in a wheelchair. Confirm that Emma does not have hands if a child(ren) mentions this.*]

EXPLAIN: Emma gets around in a wheelchair. A **wheelchair** helps people move from place to place. Wheelchairs help people who cannot use their legs to get around.

ACT: [*Read the book text and use your own words to describe pictures and expand on the book text, such as the following:*

Charley likes to draw. He likes to be quiet when he draws. Charley thinks this makes him different than other children.

*The word **rude** means someone has said or done something that can make someone else feel bad. Charley's mom said it was rude for Charley to say that Emma looked weird. Look at Emma's face. She felt sad when Charley said she looked weird.*

*Emma said she has "limb differences." Our arms and legs are **limbs**. Emma's limbs are different. How are Emma's legs different? (cannot walk) How are Emma's arms different? (no hands)*

Charley's stomach hurt after he realized he made Emma feel sad by saying she looked weird.

Emma said she feels bad when other people point or stare or laugh at her or whisper about her.

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Respecting Our Differences *continued*

Social Studies

Charley and Emma like to do some of the same things on the playground: swing, play tag.]

ASK: [*Use the following types of questions to help children talk about the story:*]

- Charley and Emma are unique children. What makes Charley different than some other children? (likes to draw quietly) What makes Emma different than some other children? (uses a wheelchair, has no hands)
- Charley and Emma like to do some of the same things. How does Emma draw things? (with her foot) How does Emma play tag? (makes her wheelchair move by herself)

[*Show illustrations of Charley saying "Why does she look so weird, mommy?" and Charley leaving the park with his mom at the end of the book when you describe each.*]

- Charley thought Emma looked weird the first time he saw her. Here is a picture of Charley leaving the park with his mom. Charley no longer thinks Emma is weird. He says Emma is different and being different is great! What happened at the park that helped Charley become friends with Emma? (they talked, Emma told what makes her feel bad, they had fun doing things they both like to do)

RECAP: We are learning that each person is unique. There are ways we are the same and there are ways we are different. In our story today, Charley learned that it is okay to be different.

Scaffolding Tips

Extra Support ■ When you tell how Charley likes to draw quietly, remind children that we are learning to raise our hands quietly (Self-Regulation Week 3, Day 2). ■ Explain that aliens from outer space are creatures that live in space. Example: "way, way up in the sky, not where we live." ■ Explain what it means that Charley used a "not so quiet voice" to say that Emma looked weird. Example: His voice was not quiet. Emma heard him talking. ■ Point to and describe the specific illustrations of individuals using sign language, an oxygen machine, and a walking stick. ■ Explain that some wheelchairs (like Emma's) have a small motor that moves the wheelchair from place to place. Point to and describe the control for making the motor work.

Enrichment ■ Point to and repeat the word "Roar!" on the page that describes how Charley sometimes likes to be loud and wild. ■ Why did Charley's stomach hurt after he said Emma looked weird? (he realized his rude word made Emma feel sad) ■ Draw attention to two children standing near the back of the illustration that shows Charley drawing quietly. What are the children doing? What might the children be thinking? ■ Explain that Emma has something called a disability. A person with a **disability** may learn or do things in different or special ways.

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WEEK 3

DAY 4

Respecting Our Differences *continued*

Social Studies

Center Activity

Place the book used in today's activity on a low table or in a prominent spot in your room's library. Invite children to retell the story as they look at the pictures.

Family Child Care

Discuss how animals with disabilities can get around. Example: a dog with two working legs can use a dog walker. Children in your setting will enjoy looking at pictures of animals with physical disabilities with your help on the Internet. Discuss how each animal does things differently.

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WEEK 3

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will strengthen their understanding of rules that help keep us safe.

Key Concepts

New: Safe

Review: Rule
Routine

Materials Needed

None

Also Promotes

Self-Regulation

Optional Reading

How Do Dinosaurs Stay Safe? by Jane Yolen

Be Prepared: The activity described below is an opportunity to strengthen children's understanding of reasons for some of your classroom's rules related to safety. Children are more likely to behave as expected when they understand the reason for an expectation. Add to today's activity the classroom expectations you wish to emphasize regarding children staying safe.

BEGIN: We do many things in our classroom and at home that help us to be safe. Who would like to remind us what it means to stay safe?

[*Encourage children to describe their ideas.*]

EXPLAIN: Staying **safe** means we do not get hurt or sick or get into danger.

Let's talk about some of our rules that help us to stay safe. Remember, a rule tells us how to behave.

Some rules are like a routine. We know that a routine is the order in which we do things. Washing our hands before we eat is a routine.

Some routines have several steps that need to go in the right order.

ASK:

- Should we cover our mouth and nose with tissue before or after we sneeze? (before!)
- Why? (to prevent germs from spreading in the air)

EXPLAIN: Putting tissue to our mouth and nose before we sneeze is part of a routine. Putting our used tissue in the trash is another part of the routine. Washing our hands after we throw away our used tissue is the last part of the routine.

ASK: Let's think about a girl named Trisha. She feels like she is going to sneeze.

- What should Trisha do first? (get a tissue and hold it to her mouth and nose)
- What should Trisha do if she cannot find a tissue? (sneeze into her arm)
- What should Trisha do with the tissue after she sneezes? (put in trash)
- What should Trisha do next? (wash her hands)

EXPLAIN: We described a routine to follow for sneezing. This routine can help us stay healthy and help people around us to stay healthy.

Let's talk about a rule we are expected to follow in many places. The rule is to use our walking feet. We should use our walking feet in our classroom and center, in stores, in restaurants, and at a friend's house.

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WEEK 3
DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

ASK: Who would like to remind us why we should use walking feet? (so we do not run into people and hurt them)

[*Add questions about reasons for other safety rules or routines you wish to review. Examples: "If we spill water on the floor, why should we wipe it up?" "Why do we wear a helmet when we ride a tricycle on the playground?"*]

EXPLAIN: Sometimes it is hard to do what we are expected to do. We should use our walking feet. But we may want to get somewhere fast. We may want to be the first child who gets to the block center or to the art center. We want to run, not walk.

ASK:
- Did you ever run somewhere when you were supposed to walk?
- Why did you run instead of walk?

EXPLAIN: It can be hard to do what we are supposed to do when we really want to do something else. But it may be dangerous to do what we want to do. If we run when we are supposed to walk, we could knock someone over or bump into someone. We could get hurt. Other people could get hurt.

RECAP: There are rules and routines that help us stay safe. Staying safe means we do not get hurt or sick or get into danger. Sometimes it is hard to follow a rule or routine. We may want to run when we are supposed to use our walking feet. Doing what we are supposed to do can keep us from getting hurt or from hurting others.

Scaffolding Tips

Extra support ■ Children may benefit from more discussion of the meaning of a rule (see Self-Regulation Week 2, Day 1). ■ Explain that **dangerous** means that something could cause an accident or hurt someone.

Enrichment ■ Encourage children to talk about ways they could remind themselves and others to use their walking feet. Example: "What could we do to help us remember to use our walking feet?"

Center Activity

Provide puzzles with a safety theme. Encourage children to work on the puzzles and describe the safety topic shown in the puzzle.

Family Child Care

Invite all children in your setting to walk around the home with you to look at and talk about places where safety rules and routines are especially important.

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WEEK 3

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

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

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

Marker

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book we learn something new. The title of our book is _____. Let's talk about what we remember about the book.

ASK:

- What is our book about?
- Who were the main characters in our book?
- What happened first? What happened next?

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. We know that reading a book is a good way to learn new words. Our chart reminds us of the words we are learning to understand.

Words We Understand

[*Point to the chart.*]

ACT: The author of our book is _____. The illustrator of our book is _____.

[*Point to each name as you identify the author and illustrator.*

Point to where to begin to read on the first text page of the book.]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

Pause to briefly define the 2–3 words identified for today's session using the following approach:

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book. Example: "I just read the word 'useful.' Did everyone hear it? The inchworm says, 'I am useful.' The word 'useful' means to be helpful or to help others. The inchworm was useful (or helpful) to others by measuring them."*

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Understanding Words *continued*

If there is a text pattern in the book, invite children to fill in phrases or repeat a refrain or chant as part of the book reading.]

EXPLAIN: We learned ___ new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word.

[*Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Look at this picture of Corduroy looking at the floor. What is he doing?" (searching for a button—searching is the novel word)*
- *Define a word without naming it and ask children to identify the word. Example: "The inchworm did a smart thing to save itself from being eaten. What's another word for smart?" (clever)*
- *Encourage children to think about a novel word or phrase in another context. Example: "In our book today, the clouds moved out of sight. We cannot see something that moves out of sight. Have you ever watched something move out of your sight?"*]

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[*Facilitate discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking 'why' questions about what happened. Examples:*

- *"What happened to the mitten that Nicki lost? Why did the animals want to get inside it? How do you think they all managed to get in?"*
- *"What do you think the animals did after the bear sneezed and they were all blown out of the mitten? How do you think Nicki felt when he saw his lost mitten floating through the air?"*
- *"At the end of our book there is a picture of Nicki's grandmother looking at the mittens she had made for him. One mitten is much larger than the other. What do you think Nicki's grandmother is thinking?"*]

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read _____. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[*Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.*]

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WEEK 3
DAY 5

Understanding Words *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Remind children of the title of the chart (Words We Understand) and the meaning of "understand" (to know what something means or how something works). ■ If a novel word pertains to an object or picture available in your classroom or center, display the object or picture as an additional source of help to children in understanding a word. ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about the bear sneezing. Showing a picture from the book focused on your question also may be helpful to children.

Enrichment ■ Ask children if some things that happened in the book were a surprise to them (they did not expect to happen). Why?

Center Activity

Provide a flannel board story for children to enjoy. Encourage children to tell a story related to the book read today as they manipulate the flannel board characters. Another option is to encourage children to "read" the book together. Invite a pair of children to take turns "reading" each page of today's repeated reading book.

Family Child Care

Encourage preschool-age children in your setting to "read" this week's book to younger children by telling the story or book content, using the book's pictures as a guide. Invite school-age children to read other books to children in your setting as they practice their emerging reading skills.

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WEEK 3

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their ability to identify and create groups of up to four items, and compare groups of items to determine which group has more.

Key Concepts

Review: More

Materials Needed

3 different-colored counters

BEGIN: Let's count and march up to number five. Let me show you how.

[*March in place as you count each footstep; 1, 2, 3, 4, 5. Repeat. Do not count beyond number five.*]

EXPLAIN: This week we are learning to count groups of 1, 2, 3, and 4 items. We read a book called *Five Little Monkeys*. We counted the monkeys on each page.

ASK: How many monkeys were on the bed at the end of the story? (none)

EXPLAIN: We also looked at groups of circles (counters) and decided how many I had. You made a group just like the one I made. Let's try it with different-colored circles.

[*Place three different-colored counters in front of you.*]

ASK:
- How many circles are in front of me?
- If they were all red, would there still be three? (yes)

EXPLAIN: A group of three circles that are different colors is the same as a group of three circles that are the same color. They are different colors but they are the same number.

We pretended some of the circles were cookies! Each of us made a group of cookies just like mine. Let's practice making groups again with our fingers. I will hold up a group of fingers and we make a group of the same number of fingers on our own hand.

[*Hold up a group of four fingers. Encourage children to hold up the same number of fingers.*]



ASK: How many fingers are in our group?

EXPLAIN: Now, I will make a group of fingers on one hand and a group of fingers on the other hand. You tell us which group has more. Remember, when something has more, it has a larger or bigger number of something.

[*Make a group of two fingers on one hand and a group of four fingers on the other hand.*]

ASK:
- How many fingers are in each group?
- Which group has more?

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WEEK 3
DAY 5

Counting Things *continued*

123 Mathematics

EXPLAIN: Yesterday we made groups again. We used a head, eyes, noses, and mouths to make our own monsters!

ASK: How many eyes (or noses or mouths) did you put on your monster head?

EXPLAIN: Let's practice finding the group that has more again. Please hold up two fingers with one hand. Now hold up one finger on your other hand. Wave the hand that has more fingers!

RECAP: This week we practiced making groups of 1, 2, 3, and 4. We also learned what it means to have more of something.

Scaffolding Tips

Extra support: ■ For children who have difficulty making their own groups of 1–4: Each time you say a group number, hold up that number of fingers and encourage children to match your group. ■ Create two groups and point while counting to the number in each group.

Enrichment: ■ Invite children to identify something in the room that is more than a group of four.

123 Center Activity

Provide children with a variety of math manipulatives to explore and experience. Examples: Unifix® cubes, teddy bear counters, beads. Observe as they make groups, match, sort, and learn. As children explore the various manipulatives, encourage them to say what they are doing. Ask children to compare their groups with their neighbor's groups.

Family Child Care

Count during snack time and point out groups that are more than each other. Example: A group of four crackers is more than a group of two cookies. Take a walk with all children in your setting and find groups of items. Encourage preschool-age children to find groups of 1, 2, 3, or 4 items. Encourage school-age children to find groups of 10 or more items.

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WEEK 3

DAY 5

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will draw a picture of their choice about what makes someone unique.

Key Concepts

Review: Unique
Quietly

Materials Needed

When Charley Met Emma by Amy Webb

Drawing paper

Colored pencils

Crayons

Also Promotes

Physical/Health

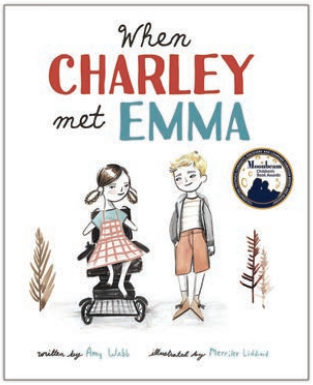
Self-Regulation

Language/Literacy

Revised: 12/1/2025

BEGIN: [*Display book cover.*]

Yesterday we read a book about Charley and Emma. Here is the cover of our book. What do you remember about the story?



[*Pause to encourage children to recall aspects of the story. Followup prompt if needed: "What happened when Charley saw Emma at the park?" (he said she looked weird)*

Turn to book illustrations connected to children's recollections. Children may not recall the story in the order in which things happened.

Elaborate on children's comments while also supporting their taking the lead in recalling aspects of the story. If necessary, show illustrations and ask related questions to help children's recall. Example: "Here is a picture of Charley and Emma playing tag. How did Emma play tag?"

Look for opportunities to reinforce concepts emphasized in the book, such as: wheelchair, differences in our limbs (arms, legs), how each person is different.]

EXPLAIN: Our story helped us remember that each of us is unique. Some things about us are the same and some things are different. Remember, Charley learned that it is okay to be different.

Today each of us can draw a picture about Charley or Emma. Each of us can remember something that is special about Charley or Emma. We can draw both Charley and Emma, if we wish. Our picture might be about something Charley and Emma had fun doing together. Or our picture might be about something that makes Charley or Emma unique. Each of us decides what we want to draw today.

In our story, Charley liked to draw quietly. Let's try drawing quietly today. We are learning how to do some things quietly. Remember, this week we talked about raising our hand quietly. Being quiet while we draw can help us focus on what we are drawing.

ACT: [*Give each child a piece of paper and access to writing tools. Anticipate and support differences in drawing. Some children may make a few marks, whereas others may draw a complex picture. Avoid providing a book illustration for children to copy.*]

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WEEK 3

DAY 5

Respecting Our Differences *continued*

Social Studies

RECAP: Today we talked about the story of Charley and Emma. Each of us drew a picture about something we remembered from the story. Emma and Charley are unique, just like us. There is no other person just like us!

Scaffolding Tips

Extra support ■ If a child seems uncertain about what to draw, suggest two concrete options for the child to consider. ■ As a child finishes his/her drawing, quietly offer to take some brief dictation at the bottom of the picture. Example: "Would you like me to add some words to your picture? What would you like to say?"

Enrichment ■ Offer quiet music while children draw.

Center Activity

Hang the drawings in your room for the remainder of the day. Encourage children to describe their picture, including how their picture is different from other pictures.

Family Child Care

Invite preschool-age children in your setting to use a puppet and related props to act out the story. School-age children may enjoy reading the book aloud and pausing after each page as preschool-age children act out the story.

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WEEK 3

DAY 5

Staying Healthy and Safe

Physical/ Health

Be Prepared: Today's activity is an opportunity to strengthen children's understanding of your center or classroom emergency procedures such as fire, tornado, or earthquake drills.

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will strengthen their understanding of classroom emergency procedures.

Key Concepts

New: Emergency

Review: Safe
Practice

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: We are learning about rules and routines that help us stay safe. We know that staying safe means we do not get hurt or sick or into danger.

EXPLAIN: Let's talk today about emergencies.

Emergency is a big word. Let's say together the word emergency: e-mer-gen-cy.

ASK: What is an emergency?

[*Encourage children to offer their ideas.*]

EXPLAIN: An **emergency** is a dangerous situation that needs action right away. An emergency happens quickly and is a big surprise. A bad accident that hurts someone is an emergency. Hospitals have places called emergency rooms that help people who are hurt in an accident or become very sick.

Some emergencies put a lot of people into danger. A fire in a building where people work or go to school or live is an emergency. A tornado or an earthquake is an emergency.

We practice what to do if there is an emergency in our classroom or center. Remember, practice means to do something many times so we can get better at it. We practice what to do if there is a fire in our building.

[*Add other examples of emergency practices conducted in your center.*]

ASK: What do we do when we have a fire drill (or your center's terminology) in our center?

ACT: [*Review and practice your classroom or center emergency procedures. Remind children of bells or sirens that signal an emergency procedure.*]

EXPLAIN: It is very important to use our listening ears when there is an emergency. We do not talk when we use our listening ears. We listen to what an adult tells us to do. The adult will tell us what to do so we are safe.

RECAP: No one likes emergencies. But sometimes bad things happen that put people in a dangerous situation. We practice what to do if an emergency occurs so we can be safe. We listen carefully to what an adult tells us to do.

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WEEK 3

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Help children understand that some accidents are not emergencies. Spilling paint at an easel or milk at a lunch table is an accident, but it is not an emergency because no one is hurt or in danger.

Enrichment ■ Engage children in a discussion of ways to remain calm during an emergency procedure.

Center Activity

Provide people figures or stuffed toys that children may use for a pretend emergency procedure in a designated space such as the housekeeping area.

Family Child Care

Invite parents of all children in your setting to participate in a fire drill during pick-up time or listen to their child describe the emergency procedures in your setting. Be sure to provide plenty of notice to families so they can arrange to remain several additional minutes for an evacuation practice or description.

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WEEK 4 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Sounds and Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Understanding and identifying words that rhyme (Days 2, 4)

Mathematics

Working with Shapes

- Characteristics of a circle, triangle, and square (Days 1, 5)
- Naming, identifying, and describing circles and squares (Days 2, 3, 5)
- How to match a three-dimensional item to its correct shape (circle or square) (Days 4, 5)

Self-Regulation

Paying Attention

- How to concentrate on something (Day 1)
  - Examples of paying close attention to puzzle pieces and breathing

Social-Emotional

Getting Along with Others

- Practicing how to cooperate with each other
  - *Musical chairs* game (Day 2)
  - Making a classroom quilt (Day 3)

Social Studies

Respecting Our Differences

- How some people may use a wheelchair, walker, crutches, or braces to move from place to place (Day 4)
- How people who are blind may use their fingers and hands to learn about something (Day 5)

Science

Being a Scientist

- Exploring whether items are attracted to a magnet (Day 1)
- Making and trying out predictions about whether an item will be attracted to a magnet (Day 2)
- Exploring differences in the strength of magnets and making a prediction about what a strong magnet looks like (Day 3)

Physical/ Health

Moving Our Bodies

- Ways to keep safe when we do physical activities (Day 4)
- How our body moves when we walk and march (Day 5)

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WEEK 4

DAY 1

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: 1–2 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 three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Words We Understand

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 4

DAY 1

Working with Shapes

123 Mathematics

Be Prepared: In a basket, place circles, squares, and triangles. Be sure that each type of shape is of the same size and matches the set of shapes you use in the activity.

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will understand basic characteristics of a circle, triangle, and square.

Key Concepts

New: Shape
Circle
Triangle
Square
Equal

Materials Needed

*Identical circle, square, and triangle small shape cutouts—enough for each child and staff to have 1 shape

Basket

*Printables provided

BEGIN: Let's clap five times. Let's count to five together while we clap. Counting while we clap tells us how many times we have clapped.

[*Count to five a second time as children stomp their feet once for each number.*]

EXPLAIN: Today we will begin learning about shapes.

ASK: Do you know what a shape is?

[*Encourage children to describe what they know about shapes.*]

EXPLAIN: A **shape** is something that has a certain outline. Let's look at this shape.

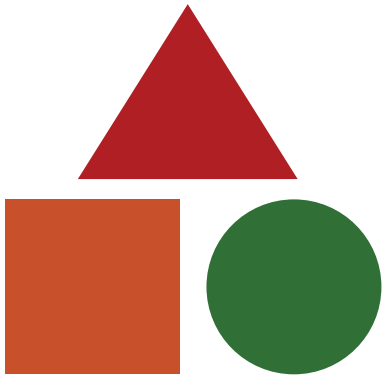
[*Hold up a circle.*]

ASK: This is a circle. How would you describe this circle? (it is round, it has a curved line)

EXPLAIN: A **circle** is a round shape.

ASK: What are some other shapes you know?

EXPLAIN: There are many different kinds of shapes. Today we will look at shapes and try to match each shape to a shape I hold up.



ACT: [*Invite each child to choose one shape from the basket. As you describe each shape, move your hand around its edges.*]

Let's look at our shapes. This is a circle. A circle has a curved edge that is not straight.

Now let's look at a triangle and square. They each have straight edges.

This is a triangle. A **triangle** is a shape with three straight sides.

This is a square. A **square** is a shape with four equal and straight sides. **Equal** means they are the same.

Do you see the difference between the curved edges of the circle and straight edges of the triangle and square?

A curved edge bends around and a straight edge does not bend around.

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Working with Shapes *continued*

Let's count together the number of sides of a triangle and square.

[*Lead children in counting the number of sides of each shape displayed.*]



A triangle always has three sides. A square always has four sides.

Let's talk to the person next to us about our shape. Tell the person next to you what your shape looks like and the name of your shape, if you know it.

[*Give children a brief period to talk about their shape with their neighbors. Use the following questions at appropriate intervals to prompt discussion among children:*]

- Does your shape have curved or straight lines?
- How many sides does your shape have?
- Do you and your neighbor have the same shape or different shapes?

[*If many children are not familiar with the name of their shape, review shape names and characteristics. Be sure to hold up and point to key characteristics of each shape when you describe it.*]

I have shapes just like yours. I will put my shapes up on the board. Please come up to the board and see if you can find the shape that is the same as your shape when I say your name. Say the name of the shape if you can.

[*Encourage each child to describe the shape and name it. Invite each child to feel the outline of the shape. Repeat or say the name of the shape out loud for all children to hear, and briefly describe the shape.*]

RECAP: Today we learned about three shapes. We learned about a circle, a triangle, and a square. Shapes can have straight or curved lines. A triangle always has three sides and a square always has four sides. A circle always has curved lines.

Scaffolding Tips

Extra support ■ If children have difficulty matching their shape to a displayed shape, suggest they hold the shape up to each displayed shape to see if the outline matches. Demonstrate how to do this.

Enrichment ■ If children can easily match their shape by sight, ask if they can find another shape like it in the room.

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WEEK 4

DAY 1

Working with Shapes *continued*

123 Mathematics

123 Center Activity

Supply a set of shapes (pattern blocks) for children to explore. Encourage children to describe, name, and tell how many sides each shape has.

Family Child Care

School-age children will enjoy matching more advanced shapes, such as ovals, diamonds, and hexagons. Encourage children to name and describe shapes as they are matched. Throughout the day, encourage children of all ages to find shapes in your setting as you play an *I Spy* game with shapes. Example: "I spy a shape that has four straight sides." Encourage preschool-age children to name the shape you describe and school-age children to find the described shape in your setting.

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WEEK 4

DAY 1

Paying Attention

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Concentrate

Children will understand the concept of concentration.

Key Concepts

New: Concentrate
Breathe
Air

Materials Needed

Puzzle

*2 pictures as shown

*Printables provided

BEGIN: Last week we learned a way for everyone to be heard when they want to speak in a group. Show us what we should do when we want to say something in a group. (raise our hand gently and keep our body quiet) Raising our hand is a way for each person to have a chance to talk and be heard.

EXPLAIN: Today we will talk about what it means to concentrate on something. Let's say the word concentrate together: con-cen-trate. When we **concentrate** on something we pay close attention to it. We might concentrate on the person who tells us how to play a new game. We might concentrate on an art project or when we are doing an activity like putting together a puzzle.

[*Display a simple puzzle.*]

When I do a puzzle, I need to concentrate on the pieces. I think about where the pieces go in the puzzle. Watch as I concentrate while doing this puzzle.

[*Put the puzzle together while describing your concentration. Example: "I am thinking to myself, 'This puzzle piece may go here because. . . ." Show children what it looks like to not concentrate (look around, talk to others, etc.). Explain that it is much easier to do a puzzle when we concentrate.*]

I have some pictures of people concentrating on something. Let's look at them.

ACT: [*Display two pictures and discuss how each person is paying close attention to what he/she is doing.*]



EXPLAIN: Today we will practice concentrating by paying close attention to our breathing. Let's notice what happens to our bodies when we breathe.



ASK: What does it feel like when we breathe?

EXPLAIN: When we **breathe**, air goes in and out of our bodies. **Air** is all around us. We need air to live.

ACT:

- [*Invite children to lie on their backs. Ensure that each child has plenty of room.*
- *Encourage children to put one hand on their stomach and lie quietly while concentrating on their breathing.*

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Paying Attention *continued*

Self-Regulation

- *Ask children to think about what happens to their hand when they breathe in and out. (it goes up and down)*
- *Explain that we are concentrating on our breath and paying close attention to what our stomach does when we breathe.*
- *Explain that it is okay for our mind (thoughts, thinking) to wander when we concentrate on our breathing.*]

RECAP: Today we learned what it means to concentrate. When we concentrate on something, we pay close attention to it. What would it look like for you to concentrate on what I am saying? (looking at you, no talking, etc.)

Scaffolding Tips

Extra support ■ As children engage in the concentration activity, sit next to them and put your hand on theirs. Ask children to describe what their hands are doing as they breathe. This one-to-one attention may help a child to better focus on breathing. ■ The breathing activity can also be done with a small toy placed on the child's stomach. What happens to the toy when we breathe in and out?

Enrichment ■ Ask children how lying on the floor and concentrating on their breathing makes them feel. (tired, calm, relaxed)

Center Activity

Supply simple puzzles. Encourage children to concentrate on the pieces as they put the puzzles together. Model how to concentrate when doing a puzzle. If appropriate, point out what you are thinking about as you concentrate. Example: "This puzzle piece has part of a red flower on it. I need to find another puzzle piece with part of a red flower."

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WEEK 4

DAY 1

Paying Attention *continued*

Self-Regulation

Family Child Care

Invite preschool-age children in your setting to play a memory game. Memory games can be purchased or made by gluing identical pictures to index cards. As you play the game with children, comment on how we need to concentrate while playing. Example: "I know that the top card is a cat. Now I need to concentrate and think about where I saw the other cat card." School-age children will enjoy concentrating as they repeat tongue twisters. Say a tongue twister aloud and encourage children to concentrate as they repeat it. Try some of the adjacent tongue twisters.

She sells seashells by the seashore.

I scream, you scream, we all scream for ice cream!

I saw Susie sitting in a shoeshine shop.

Six slippery snails slid slowly seaward.

Three fluffy feathers fell from Phoebe's flimsy fan.

Cooks cook cupcakes quickly.

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WEEK 4

DAY 1

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to explore a characteristic of an object (magnet).

Key Concepts

New: Magnet
Attract

Materials Needed

- Refrigerator magnet or magnetic letter
- Magnet (free-standing, not part of a letter or refrigerator item)
- Paper clip
- Crayon
- Cotton ball
- Bolt
- Small plastic object
- Plastic key
- Bobby pin

BEGIN: [*Display a refrigerator magnet or magnetic letter.*]

This is a magnet. Today we will explore magnets.

EXPLAIN: A **magnet** is an item that can attract certain things. **Attract** means to pull something closer. Magnets can also be attracted to things. Refrigerators attract magnets.

ASK: [*The following discussion of refrigerator magnets is intended to help children connect today's topic to a familiar item.*]

- Have you ever seen a magnet on a refrigerator?
- Are there magnets on the refrigerator where you live?
- What are the magnets used for? (to hold up pictures, pieces of paper)

EXPLAIN: Today we are going to be scientists by exploring some items to see if they are attracted by a magnet. Remember, attract means to pull something closer. We will see if the magnet pulls these items closer. There are seven different kinds of things that we will explore today.

ACT: [*Display and describe each of the items (paper clip, crayon, cotton ball, bolt, small plastic object, plastic key, bobby pin). Tell what the items are made of. Pass around the items so children can feel them.*]

EXPLAIN: We will put each item near our magnet to find out if the magnet attracts the item.

Let's begin with a bolt. It is made of a kind of metal.

ACT: Let's observe what happens when we put the bolt near the magnet.

- Who would like to help by holding the magnet and touching it on the bolt?
- Did the magnet attract the bolt?

[*Repeat as you choose a volunteer to try each of the remaining six items. Invite a different child to help with the magnet each time.*]

EXPLAIN: Now let's look at our items and put them in two groups: things the magnet did attract and things the magnet did not attract.

ACT: [*Display items, one at a time, and ask children whether the magnet did or did not attract the item. Place each item in the corresponding group.*]

RECAP: Today we explored whether a magnet would attract some different things. Then we put our items into two groups.

[*Point to first group.*]

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Being a Scientist *continued*

Did the magnet attract these items?

[*Point to second group.*]

Did the magnet attract these items?

Magnets attract some kinds of items but not others. We will use what we learned about magnets today to explore them more tomorrow!

Scaffolding Tips

Extra support ■ It may be helpful for children to hold the magnet near or on some other items so they can feel the attraction of the magnet.

Enrichment ■ Rearrange the two groups so each group (or at least one of the groups) includes an item that belongs in the other group. Example: Place an item the magnet does not attract in the group of items the magnet does attract. Ask children to find the item that is in the wrong group.

Center Activity

Provide children with various types of magnets and items the magnets will attract and some things they won't attract. Invite children to explore the magnets. Encourage children to place items in two groups: things magnets will attract and things magnets will not attract.

Family Child Care

Fill a tub with magnetic letters. Tie a piece of yarn to a stick with a paper clip attached to the end of the yarn. Invite all children in your setting to "fish" for letters. Alternatively, you may wish to tie bolts or small magnets that will attract the letter magnets to the end of the yarn. Preschool-age children will enjoy "catching" the letters as they are attracted to the paper clip or bolt. Encourage school-age children to name the letters they "catch."

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WEEK 4

DAY 2

Understanding Sounds

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will understand the concept of rhyming words.

Key Concepts

New: Rhyme
Nursery rhyme

Review: Different

Materials Needed

*Humpty Dumpty poster

*Printables provided

BEGIN: We are learning about words. Today we are going to pay close attention to the sounds we hear in words.

EXPLAIN: Some words sound different. Some words sound the same. I am going to say some words. Let's talk about whether the words sound different or sound the same. Remember, when things are different they are not the same.

ACT: [*Enunciate clearly as you say: car, toy.*]

Do these words sound different or do these words sound the same?

The words "car" and "toy" sound different.

I am going to say two more words. Listen carefully to each word.

[*Enunciate clearly as you say: mud, play.*]

Do these words sound different or do these words sound the same?

The words "mud" and "play" sound different.

EXPLAIN: The words I just said sound different. Listen again: "car," "toy," "mud," "play." None of these words sound the same.

Now I am going to say some more words. Be sure to use your listening ears to hear what I say.

ACT: [*Enunciate clearly as you say: bat, cat.*]

Do these words sound different or do these words sound the same?

The words "bat" and "cat" sound the same.

Now I am going to say two more words: "hat," "sat."

Do these words sound different or do they sound the same?

The words "hat" and "sat" sound the same.

Now I am going to say the words again. Listen carefully to the end of each word: "bat," "cat," "hat," "sat."

EXPLAIN: Each of the words sounds the same at the end. I will say the words again: "bat," "cat," "hat," "sat." Let's say the words together: "bat," "cat," "hat," "sat." These four words rhyme. When words **rhyme**, they sound alike at the end of the word.

ACT: Listen carefully. I am going to say the sound we hear at the end of each word: at. Let's say the sound "at" together. Now let's say together the four rhyming words one more time: "bat," "cat," "hat," "sat."

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WEEK 4
DAY 2

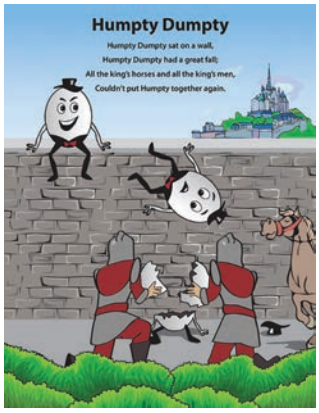
Understanding Sounds *continued*

Language/ Literacy

EXPLAIN: Rhyming words are part of nursery rhymes. A **nursery rhyme** is a short story or song that can be funny.

I am going to read a nursery rhyme about "Humpty Dumpty." Maybe you have heard this nursery rhyme before.

ACT: [*As you read the nursery rhyme, say it slowly and emphasize its rhyming words. Display and describe the provided poster of the rhyme's characters.*]



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses,
And all the king's men,
Couldn't put Humpty together again.

Did you hear the rhyming words? What rhyming words did you hear? (wall, fall; men, again)

I will read the first part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the first two lines slowly and exaggerate its rhymes: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall."*]

What are the two rhyming words in what I just read? (wall, fall)

Let's say the words "wall" and "fall" together.

The words "wall" and "fall" sound the same. Both of these words end with "all." Let's say "all" together.

Now let's say together the first part of the "Humpty Dumpty" nursery rhyme. I will read each line, and you can repeat the line after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "wall" and "fall."

[*Say "Humpty Dumpty sat on a wall" with a slightly louder voice for the word "wall," and then encourage children to repeat the phrase. Then say "Humpty Dumpty had a great fall" with a slightly louder voice for the word "fall," and then encourage children to repeat the phrase. Finally, lead children in saying together both lines, again with emphasis on "wall" and "fall."*]

Now I will read the next part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the second two lines slowly and exaggerate its rhymes: "All the king's horses and all the king's men couldn't put Humpty together again."*]

What are the two rhyming words in what I just read? (men, again)

Let's say the words "men" and "again" together.

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Understanding Sounds *continued*

The words "men" and "again" sound the same. Both of these words end with "en." Let's say "en" together.

Now let's say together the second part of the "Humpty Dumpty" nursery rhyme. I will read each line one at a time, and you can repeat the line after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "men" and "again."

[*Say "All the king's horses and all the king's men" with a slightly louder voice for the word "men," and then encourage children to repeat the phrase. Then say "Couldn't put Humpty together again" with a slightly louder voice for the word "again," and then encourage children to repeat the phrase. Finally, lead children in saying together both lines, again with emphasis on "men" and "again."*]

Let's say one more rhyme that we know. The rhyme is "Five Little Monkeys." I will say it first and raise my arm and hand when I say a rhyming word.

Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

ASK: There are three words that rhyme in "Five Little Monkeys." Who can tell us one of the rhyming words?

EXPLAIN: The rhyming words are "bed," "said," and "head." Let's say those words together: "bed," "said," "head."

ACT: Now let's say the rhyme together.

[*Lead children in saying "Five Little Monkeys" in unison. Raise your arm and hand when a rhyming word is said. Emphasize the rhyming word with your voice.*]

RECAP: Today we learned about rhyming words. Words that rhyme sound alike at the end of the word. We also learned a nursery rhyme about "Humpty Dumpty." We found the rhyming words. Let's say together again one of the rhymes we did today. Do you want to say the "Humpty Dumpty" nursery rhyme or the "Five Little Monkeys" rhyme?

[*Lead children in reciting "Humpty Dumpty" or "Five Little Monkeys," giving emphasis to the rhyming words.*]

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WEEK 4

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Focus on the first two lines of the nursery rhyme if children are challenged in identifying the rhyming words. ■ Discuss the substance of the rhyme if children are interested. Discuss the king and why the horses and men couldn't put Humpty together again. Ask children if they've ever broken something and couldn't put it back together again to help them better understand Humpty's situation.

Enrichment ■ Invite children to say which sounds rhyme in the title of "Humpty Dumpty." Focus on the sounds that are the same when you say both words in the title ("ump" and "ty"). ■ Invite children to lead the nursery rhyme recited in the Recap.

Center Activity

Provide a nursery rhyme felt set and flannel board (if available). Encourage children to retell the nursery rhyme learned today while using the felt set. If a felt set is not available, provide any figures or manipulatives related to the nursery rhyme that children could use as props in retelling the rhyme.

Family Child Care

Provide dress-up props, such as costumes, plastic eggs, and toy horses. Invite all children in your setting to enact the nursery rhyme as they recite it.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

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WEEK 4

DAY 2

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will name and describe circles and squares. Children will understand that shapes can be in different sizes.

Key Concepts

New: Corner

Review: Circle
Square
Equal

Materials Needed

*Circle and square shape cutouts of two different sizes

*Printables provided

BEGIN: On Day 1 we learned about a circle, a triangle, and a square. Today we will learn more about circles and squares. I have a circle and a square. Can you tell us which shape is a circle? How do you know? (circles are round, curved edge) Let's feel the outside of the circle.

[*Pass around the circle and encourage children to feel the curved outline.*]

EXPLAIN: There are circles all around us. There are many circles in our room.

ASK:
- Where are circles in our room? (trash can top, clock face, etc.)
- How do we know it's a circle? (curved line, no straight sides, round)



EXPLAIN: Now let's look at the other shape.

[*Display a square.*]

ASK: What is the name of this shape?

ACT: [*Pass around the square and encourage children to feel the sides and corners.*]
- What can you tell us about the square?
- How does it feel different than the circle?

EXPLAIN: Let's count together the number of sides on the square.

A square has four equal and straight sides. We know that equal means they are the same. All sides of a square are the same. A square also has four corners. A **corner** is where two sides come together.

[*Display a square and point out how all sides of the square are equal. Point to a corner and show how two sides come together to form the corner.*]

There are squares all around us. There are many squares in our room.

ASK:
- Where are squares in our room? (tabletop, block face, etc.)
- How do we know it's a square? (straight lines, four equal sides, four corners)

ACT: Let's draw a circle in the air with our finger. Remember, a circle is round.

[*Lead children in drawing a circle in the air. Use your arm so children can readily see your example.*]

Now let's make a square in the air with our finger.

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Working with Shapes *continued*

[*Lead children in drawing a square. Again, use your arm so children can readily see your example. Remember that if you do not position your back against the children, your arm/finger actions will be in the opposite direction of what most children will do.*]

Remember, a square has four straight sides that are the same.

EXPLAIN: Shapes come in all sizes.

[*Display and point to two different-sized circles.*]

This is a small circle. This is a larger circle. They are both circles. They are different sizes of circles.

ASK: [*Display two different-sized squares and compare them.*]

- Are a small square and a large square both squares? (yes)
- How do we know? (they both have four straight sides, they both have four equal sides, they both have four corners, etc.)

EXPLAIN: They are both squares, but different sizes.

RECAP: Today we learned more about a circle and a square. We felt and described each of these shapes. Who can describe a circle? (curved line, round) Who can describe a square? (straight lines, four equal sides, four corners) We learned that circles and squares can be different sizes.

Scaffolding Tips

Extra support ■ If children have difficulty finding circles or squares in the classroom, encourage them to take the shape with them to compare as they look. ■ If children need more description of the word "equal," display two squares with equal sides. Place the squares back to back and explain how the sides of both squares are the same size. Then display a large square and a smaller square. Place them back to back and explain how the sides of both squares are different sizes. They are not equal.

Enrichment ■ Ask children to name foods they can think of that are in the shape of circles and squares.

123 Center Activity

Provide children with circle and square cutouts, glue, and paper. Invite children to make a shape collage. Invite children to describe what they've created.

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Working with Shapes *continued*

Family Child Care

Make it "Circle and Square" day for all children in your setting! Encourage preschool-age children to find circles and squares during play time, lunch, on their clothing, etc. Ask parents to help children pick out clothes with circles and squares on them. School-age children will enjoy sharing books about circles and squares with younger children. Encourage school-age children to describe the circles and squares as they share the books with younger children.

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WEEK 4

DAY 2

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand how to cooperate with each other.

Key Concepts

New: Cooperate

Review: Take turns

Materials Needed

Chairs—1 per pair of children

Music and music player

BEGIN: We are learning what it means to share. Who remembers some ways we can share something? (split something up, play with it together, take turns) Remember, when we take turns with something, we use it one at a time, or work together when using or playing with it.

EXPLAIN: When people take turns, they are cooperating with each other. People **cooperate** when they work together.

There are many ways we cooperate with each other in our classroom.

ASK:

- How do we cooperate (work together) during clean-up time? (we clean up different toys or areas)
- How do we cooperate (work together) during center time? (play games together, share toys, take turns doing something)

EXPLAIN: Today we are going to play a game called *Musical Chairs*. You may have played this game before. Today we will play the game in a way that will help us cooperate.

We will share a chair with another person when the music stops.

ASK: What are some ways we could share a chair with someone?

EXPLAIN: [*Be sure the following two options are emphasized in a discussion of this question.*]

- We can help each other stay on the seat so one of us does not fall off.
- Or, one of us could sit on the other person's lap so we can both fit on the chair.

ASK: Would we be cooperating if one of us sat in a chair but did not share the chair with someone?

ACT: [*Help children arrange chairs so there is one chair per pair of children facing outward in a circle. Ask children to sit with another child in a chair.*]

EXPLAIN: I am going to play the music as you walk around the circle. You need to find a chair when the music stops. You also need to share your chair with someone else.

ACT: [*Play music for several seconds, and then stop the music. Observe as children find and sit in a chair. Point out good cooperation. Example: "Jenny and Raque' are cooperating! Jenny found a chair when the music stopped and helped Raque' sit in the chair with her." Continue several rounds as children share chairs with each other each time the music stops. Continue to describe examples of cooperation.*]

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WEEK 4

DAY 2

Getting Along With Others *continued*

Social-Emotional

RECAP: Today we played *Musical Chairs*. How did the game help us learn about cooperation?

Scaffolding Tips

Extra support ■ If children have difficulty sharing a chair with someone else, point out good cooperation in others. Encourage children to remember the different ways we can share. ■ If three children attempt to share a chair, actively help one of the children to share a chair with a child who has a chair to him/herself.

Enrichment ■ If children are comfortable sharing chairs with one another, try the game a different way. Begin with enough chairs for each child. Then as the music plays remove a chair and encourage the child who does not find a chair to share with another child. Continue removing chairs each time the music stops until all children are sharing a chair with another child.

Center Activity

Encourage children to cooperate in the block center. Give each child four blocks and invite children to build one structure together. As children build, point out that with only four blocks each child could build something small by him/herself, but with everyone cooperating and using their blocks together, they can build something much larger.

Family Child Care

Create a tabletop or floor version of *Musical Chairs* by using index cards (or pieces of paper) to represent chairs and counters (or other small objects) to represent children. Arrange the "chairs" in a circle and help all children in your setting move the small objects around the circle while the music plays. School-age children may enjoy using the index cards and counters to play the version of the game described in the Enrichment tip.

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WEEK 4

DAY 2

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of what it means to make a prediction.

Key Concepts

Review: Attract
Prediction

Materials Needed

Magnets (free-standing)—1 per child or small group of children

Items used on Day 1:

- Paper clip
- Crayon
- Cotton ball
- Bolt
- Small plastic object
- Plastic key
- Bobby pin

BEGIN: [*Display items used on Day 1.*]

Yesterday we observed that a magnet attracts some things but not some other things. Remember, when something attracts something else it pulls it closer. Let's see if we can remember which items our magnet attracted and which items our magnet did not attract.

[*Encourage children to help you arrange the items into two groups: items that were attracted to a magnet and items that were not attracted to a magnet.*]

EXPLAIN: Let's look at the group of items that our magnet attracted.

ASK:
- What is the same about each of these items? (they are all made of metal)
- Are any of the items in our other group made of metal? (no)

EXPLAIN: Each of the items our magnet attracted is made of a kind of metal.

Today we are going to find items in our classroom that a magnet will attract.

We can use what we learned from our Day 1 exploration with a magnet to make a prediction about what a magnet will attract. Remember, a prediction is an idea about what will happen.

ASK:
- What kinds of items in our classroom might our magnet attract? (things made of metal)
- Do you think our magnet will attract things that are not made of metal? (no)
- Why? (on Day 1 only metal items were attracted to a magnet)

EXPLAIN: We are making a prediction when we say that our magnet may attract items made of metal. Remember, we think about what might happen when we make a prediction.

We can find out if our predictions (our ideas) are correct by putting a magnet close to some things in our classroom. Our prediction is correct if our magnet attracts an item made of metal.

ASK:
- What are some things in our classroom that you think a magnet will attract?
- Why do you think the magnet will attract (item named by a child)? (made of metal)

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WEEK 4
DAY 2

Being a Scientist *continued*

Science

ACT: [*Provide a magnet to each child, if possible, or to a small group of children to use together. Encourage children to move around the room to try out their prediction by placing a magnet next to items they believe the magnet will attract.*]

RECAP: Today we made a prediction. We predicted that a magnet will attract items made of metal. How did we figure out if our prediction was correct? (used the magnet to find items in the classroom that were attracted to it) What things did your magnet attract? Were all of the items that your magnet attracted made of metal?

Scaffolding Tips

Extra support ■ In the discussion of what types of items a magnet may and may not attract, review both groups of items again, noting that the magnet attracted items made of metal and did not attract items not made of metal.

Enrichment ■ If children find a type of metal in the classroom that is not attracted by a magnet, explain that magnets only attract certain kinds of metals.

Center Activity

Fill the sensory table or a tub with sand. Place several magnetic and non-magnetic items in the sand (paper clips, keys, plastic toys, blocks, bobby pins, toy cars, etc.). Invite children to use magnets to attract items in the sand. Invite children to first predict which items the magnets will attract. Encourage children to place items in two groups: things that magnets will attract and things magnets will not attract.

Family Child Care

Preschool-age and school-age children in your setting will enjoy racing cars with magnets. Draw a simple racetrack on a large piece of tagboard. Cut out several cars drawn on tagboard. Put a large paper clip on each car. Tape the ends of the racetrack to the edges of two tables. This will suspend the racetrack in the air. Invite children to move a large magnet under the racetrack to move the cars. Discuss with children how the cars are attracted to the magnet below the racetrack.

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WEEK 4

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

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: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*

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Understanding Words *continued*

- *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 4

DAY 3

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will identify circles and squares in their environment.

Key Concepts

Review: Circle
Square
Equal

Materials Needed

*Large circle and large square shape cutouts

Camera

*Printables provided

Be Prepared: Today's activity will take place outside. If inclement weather or other factors prevent you from going outside, adjust the activity for an indoor setting such as the classroom. Take a camera on the shape hunt described in this activity plan. Pictures taken of items found by children during the hunt can be organized into a class book or posted in the classroom. Pictures will help children recall their shape discoveries.

BEGIN: [*Hold up a circle cutout.*]

What is the name of this shape? Does it have straight lines or a curved line?

Remember, a circle is a round shape.

[*Hold up a square cutout.*]

What is the name of this shape? Let's count the sides together.

[*Lead children in unison counting as you point to each side and corner of the square.*]

A square has four straight and equal sides. What does the word equal mean? (the same) How many corners are on this shape? (four) Let's count each corner together.









wintersoul1/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: Today we will go on a shape hunt! We will go on a walk outside to try to find things that are in the shape of a circle or a square. Let's think about some of the things we might find.

ASK:

- If we see a tricycle and look at its tire, which shape will we find in its tire? (circle)
- If we see a section of the sidewalk that has straight and equal sides, what shape will we find? (square)

EXPLAIN: We need to remember that shapes come in all sizes when we go on our shape hunt.

ASK: Are a small square and a large square both squares? Yes they are!

ACT: [*Take children outside on a shape hunt. As they find items and identify the shape, ask how they know it is a circle or square. Describe the shape after they've identified it. Example: "Julie found a nut that is the shape of a circle. A circle is round*

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Working with Shapes *continued*

with curved edges." The goal of the walk is to identify items in the shape of a circle or square. If a child shows interest in another type of shape, support the child's curiosity by naming and describing the shape. Example: "This is in the shape of an oval. An oval has curved edges like a circle, but it is longer and not round."]

RECAP: Today we found circles and squares during a shape hunt. We described the shapes and took pictures of them. We found large and small shapes. Circles and squares are two shapes that can be found all around us! We can use the pictures of our discoveries to help us remember the shapes we found.

[*Place pictures from the shape hunt in a class book or post them in the classroom. The pictures will be used on Day 5.*]

Scaffolding Tips

Extra support ■ Take circle and square shape cutouts outside for children to refer to while looking for shapes.

Enrichment ■ Can children find shapes in groups of two or more? Example: A bicycle has two tires. This would be a group of two circles.

123 Center Activity

Encourage children to find shapes in the block center as they build. Encourage children to match the shapes and describe the shapes they find.

Family Child Care

Take children to the park for another shape hunt. There are many opportunities to find shapes at the park! Encourage preschool-age children to look for circles and squares as school-age children look for shapes, such as ovals and diamonds. Invite children to describe the shapes they find as they share their discoveries with each other. For added fun, pair younger and older children as they together complete a shape hunt. Give each pair of children a shape to find. Gather children together after each pair has found their given shape, and encourage each pair to name and describe the shape they found.

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WEEK 4

DAY 3

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will broaden their understanding of how to cooperate with each other.

Key Concepts

New: Quilt

Review: Cooperate

Materials Needed

*Picture of a quilt

Large sheet of paper (see Be Prepared)

Masking tape or colored tape

Crayons

Markers

Colored pencils

Also Promotes

Self-Regulation

*Printable provided

Be Prepared: This activity uses a group experience in quilt-making to help children understand cooperation. Provide extra time for the activity or divide the activity into two segments offered on consecutive days. The group arrangement described below is central to achieving the activity's goal. Please avoid alternatives that reduce children's experiences with direct, active cooperation with others (example: avoid inviting individual children to contribute to quilt-making as they wish during center time).

To prepare for the quilt-making, use colored tape (or narrow masking tape) to form lines across a large sheet of paper (or smaller sheets of paper that together form a larger "sheet" of paper). Wrapping paper is a good option. The lines should form squares of approximately equal size. See the picture below. The quilt should be large enough for each child to color 1–2 squares. In your planning, include some "extra" squares in case one or more children color more than the "allotted" number of squares. Use tape or cardboard to stabilize the quilt on the floor.

BEGIN: We are learning that cooperation means we work together. On Day 2 we played *Musical Chairs.* How did we cooperate when we played *Musical Chairs*? (shared a chair)

Another way we can cooperate with each other is to take turns. Who can tell us about a time you shared by taking turns with someone? (playing with a toy, playing a game)

EXPLAIN: Today we will cooperate with each other by making a quilt together. A **quilt** is a bed covering made of many different pieces of fabric. Usually a quilt is used to cover a bed. Let's look at this picture of a quilt.

[*Display picture of quilt.*]



ASK: What can you tell us about the quilt in this picture? (different colors, many pieces, etc.)

EXPLAIN: Our quilt will be made of paper, so we won't be able to use it for a bed. When we have finished making our quilt, we will hang it in our classroom. We will all work together and cooperate as a group to make our quilt.

[*Put quilt frame (paper) on the floor for all children to see. Position the item so children can work on the quilt from each side. Put coloring tools in one or several containers. Provide a limited supply to promote sharing of coloring tools.*]



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WEEK 4
DAY 3

Getting Along With Others *continued*

Social-Emotional

Let's look at what we will use to make our quilt. The large piece of paper on the floor is made up of smaller squares. We can use the crayons, colored pencils, and markers to color the squares. We can work from any side of the paper to color our squares.

There are many ways we will cooperate (work together) in making our quilt.

- Each of us will color one (or two) squares of the quilt (tell children a specific number). We are cooperating when we take turns coloring a square.
- We will each add something special to the quilt. One person may use red and another person may use blue. Someone may want to use several different colors in the same square. We are cooperating when each of us contributes something special to the quilt.
- We will share crayons, markers, and colored pencils to color our squares. We are cooperating when we share the things for coloring our squares.
- We will form four small groups for working on our quilt. Each group will take a turn coloring the squares. We are cooperating when each group takes a turn.
- I have other activities (puzzles, blocks, manipulatives, etc.) we can do while we are waiting for our group's turn to work on the quilt. We will need to leave our other activity as soon as I call your group to work on the quilt. There may or may not be more time to work on the activities when we finish our turn with the quilt.

ACT:

- [*Organize children into four small groups. Give each group a name so it is easy for you to call a group to the quilt area for work.*
- *Give each group 3–4 minutes for working on the quilt. Provide a one-minute warning before time is up.*
- *Ensure only one group works on the quilt at the same time (do not mingle groups) in order to support the experience of each group taking a turn.*
- *Encourage children to participate in another activity in a separate area of the room with other members of their small group while waiting for the group's turn in coloring quilt squares.*
- *Ensure each child colors only one (or two) squares.*
- *Encourage children to share crayons, markers, or colored pencils.*
- *Point out examples of cooperation: groups taking their turn, children sharing coloring tools, a child passing a coloring tool to another child, etc.*
- *After a group has finished coloring, invite children to look at books together or watch other children color the quilt or keep track of "open" squares on the quilt. Keep the "finished" groups within the vicinity of the quilt so it is easy to reassemble when all small groups are done.*]

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WEEK 4

DAY 3

Getting Along With Others *continued*

Social-Emotional

RECAP: [*Invite all children to a large group discussion. Make sure all children can see the finished quilt. Below are some suggested areas to discuss:*]

- Let's talk about our work in making a quilt together.
- Each of us helped make our quilt. What if only one or two of us did all the coloring of squares in the quilt? Would we be cooperating as a group?
- We cooperated by taking turns to color the squares in our quilt. What would it have been like if all of us tried to color the quilt at the same time? What would it have been like if one or two children colored more squares than they were expected to color? (we would run out of squares for everyone to participate)
- Each of us added something special to the quilt by using different colors. What would our quilt look like if we all used the same color for our squares?
- How did we cooperate in sharing our crayons, markers, and colored pencils?
- Are there any squares on our quilt that have not been colored? Should we color in these squares? How could we work together to color the squares that do not have any color? (volunteers take turns, leave them for children who are absent today)

Scaffolding Tips

Extra support ■ As children work on the quilt, remind them to take their time to stay within their own squares. Explain that each person has his/her own square and that we cooperate by coloring within our own square and not on someone else's square. It is helpful for each child to be able to color an unused square. See the Be Prepared suggestion that some "extra" squares be available for use if needed.

Enrichment ■ Encourage children to think of other ways to cooperate when working on the quilt. Example: One person draws half of a flower on one square and another person draws the other half of the flower on the next square. Together, they are one flower.

Center Activity

Invite children to do a "partner painting." Pair children with one piece of paper and encourage them to cooperate in painting a picture together. If you anticipate that this approach to "partner painting" might be too challenging for some pairs of children, provide one sheet of paper with tape down the middle. Encourage children to paint on either side. This arrangement may lead to two different paintings on a divided piece of paper but it promotes cooperation in sharing a page and materials. Also, some children may benefit from your providing a simple picture of an item to paint such as a flower. Before children begin, encourage members of each pair to discuss what they would like to paint together. Encourage discussion of which parts of the painting each child will do.

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WEEK 4

DAY 3

Getting Along With Others *continued*

Social-Emotional

Family Child Care

Invite preschool-age and school-age children in your setting to make an Family Child Care family quilt. Send larger squares of paper home with children and invite families to work together on their own family square. When each square has been completed, tape or glue them together to create a family quilt. Hang the quilt somewhere where families can see it.

This activity is informed by the following source: Stewart, D. J. (2010, August 12). We made quilts in preschool [Web log post]. Retrieved from http://www.teachpreschool.org/2010/08/we-made-quilts-in-preschool/

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WEEK 4

DAY 3

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of how to make a prediction.

Key Concepts

Review: Prediction

Materials Needed

4 different sizes of magnets

Magnetic board

Up to 10 pieces of paper

*1 picture as shown (see Enrichment tip)

*Printables provided

Be Prepared: Select up to four different types and/or sizes of magnets that will stay on a magnetic board placed in a vertical position (not flat). Providing at least two different types and/or sizes of magnets is necessary for children to compare the strengths of different magnets.

BEGIN: We are learning how to make predictions. We know a prediction is an idea of what might happen. On Day 2 we tried out our prediction that a magnet would attract things made of metal.

ASK:

- How did we try out our prediction? (put magnet next to some things in our classroom)
- Why did we predict that a magnet would attract things made of metal? (because our magnet attracted things made of metal on Day 1, we looked at two groups of things that the magnet attracted and did not attract)

EXPLAIN: [*Display magnets.*]

There are different kinds of magnets. Some magnets are very strong and some magnets are not very strong.



We know that magnets can hold paper or pictures on a refrigerator. Most magnets on a refrigerator can hold up 1–2 pieces of paper or pictures. Some magnets can hold up even more paper or pictures! A strong magnet can hold a lot of paper or pictures.

We have different types of magnets. Some (or one) of our magnets may be stronger than other magnets (or another magnet).

ASK: Do we know what type of magnet is the strongest? (no)

EXPLAIN: We can figure out how strong each of these magnets is by seeing how many pieces of paper each magnet can hold on the magnetic board. The strongest magnet will hold up the most pieces of paper.

ACT: [*Invite volunteer children to help place each magnet on increasing numbers of paper on the magnetic board.*]

ASK:

- Which magnet was the strongest?
- Does our strongest magnet look different than our other magnets?

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WEEK 4

DAY 3

Being a Scientist *continued*

Science

EXPLAIN: We learned something about magnets by exploring how many pieces of paper each magnet can hold on our magnetic board. We can use what we learned to make a prediction about what a strong magnet looks like.

[*Use characteristics of the strongest magnet to discuss a specific prediction with children. Example: "Our strongest magnet is larger than our other magnet(s). We could predict that larger magnets are stronger than smaller magnets."*]

RECAP: Today we learned that some magnets are stronger than others. We found out which magnet was the strongest by seeing how many pieces of paper it would hold up on the magnetic board. Then we made a prediction about what the strongest magnet looks like.

Scaffolding Tips

Extra support ■ Explain that a magnetic board is made of metal. We know that magnets will attract most things made of metal. ■ Invite children to place a weak magnet on the magnetic board and then place a strong magnet on the magnetic board. Encourage children to pay attention to what the magnet feels like when it touches the board. Did one magnet attract the magnetic board more strongly that the other?



Enrichment ■ Ask children how strong they think a magnet can be. Show children a *picture of a magnet picking up very heavy items. Now that's a strong magnet! ■ Invite children to talk about ways to try out the prediction offered toward the end of the activity.

*Printable provided

Center Activity

Provide several plastic water bottles with various magnetic items in them. Invite children to use the magnets from today's activity to move the items in the bottles. Encourage children to think about which magnet is the strongest. How do they know? (it moves more items)

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Being a Scientist *continued*

Science

Family Child Care

Pair preschool-age children and school-age children to find the strength of different refrigerator magnets. Give each pair several pieces of paper and invite them to find the strongest refrigerator magnet. Ask children how they know it is the strongest. Also, invite all children in your setting to look for items outdoors that a magnet may attract. Encourage children to first make a prediction about the item and then try out their prediction. Invite school-age children to make a book about the items the magnet attracted. Place the book in your book area for all children to enjoy.

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WEEK 4

DAY 4

Understanding Sounds

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Phonological awareness

Children will strengthen their understanding of rhyming words.

Key Concepts

New: Diamond

Review: Rhyme

Materials Needed

*Humpty Dumpty poster

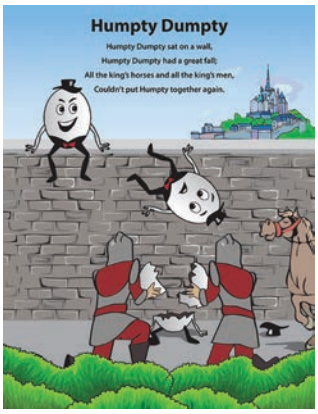
*Twinkle, Twinkle, Little Star poster

*Printables provided

BEGIN: We are learning about words that rhyme. On Day 2 we said together a nursery rhyme that had rhyming words. Who can tell us what it means when words rhyme? (they sound alike at the end)

Let's say the "Humpty Dumpty" nursery rhyme together.

ACT: [*Lead children in saying the nursery rhyme in unison 1–2 times. Emphasize the rhyming words when you say them. Display the provided nursery rhyme poster.*]



Now let's say the nursery rhyme a different way. This time, let's say "Humpty Dumpty" in a whisper. When we get to the rhyming words we will say them in a louder voice. Please listen to me first.

[*Say the nursery rhyme in a whisper as you say each rhyming word aloud: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men couldn't put Humpty together again."*]

Let's try it together!

[*Lead children in whispering the nursery rhyme in unison. Encourage children to say each rhyming word aloud.*]

EXPLAIN: Now we will learn a new rhyme that many of you may know. It is called "Twinkle, Twinkle, Little Star." Listen carefully as I read it.

[*Read the rhyme slowly and emphasize its rhyming words. Display and describe the provided poster.*]

Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

In the nursery rhyme we learned that the star is like a diamond. A **diamond** is a type of shape. A diamond has four sides that are the same. A diamond is also the name of a stone that sparkles. You may have seen a ring with a diamond in it before.

ASK: Did you hear the rhyming words? What rhyming words did you hear? (star, are; high, sky)

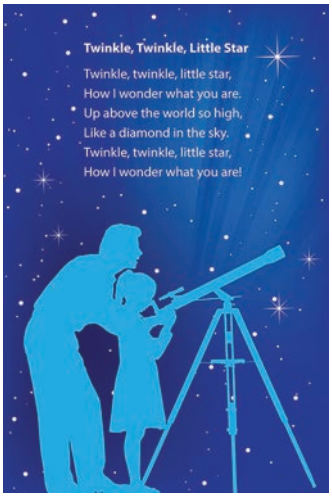
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Understanding Sounds *continued*

EXPLAIN: I will read the first part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the first two lines slowly and exaggerate the rhyming words: "Twinkle, twinkle, little star. How I wonder what you are."*]



ASK: What are the two rhyming words in what I just read? (star, are)

ACT: Let's say the words "star" and "are" together.

The words "star" and "are" sound the same. Both of these words end with "ar." Let's say "ar" together.

[*Emphasize that these words rhyme because the ends of the words sound the same.*]

Now let's say together the first part of the "Twinkle, Twinkle, Little Star" rhyme. I will read the first two lines, and you can repeat the lines after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "star" and "are."

[*Say "Twinkle, twinkle, little star, how I wonder what you are" with a slightly louder voice for the words "star" and "are." Then encourage children to repeat the phrase. Finally, lead children in saying together both lines, again with emphasis on "star" and "are."*]

Now I will read the next part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the second two lines slowly and exaggerate the rhyming words: "Up above the world so high, like a diamond in the sky."*]

What are the two rhyming words in what I just read? (high, sky)

Let's say the words "high" and "sky" together.

The words "high" and "sky" sound the same. Both of these words end with the sound "I." Let's say "I" together.

[*Emphasize that these words rhyme because the ends of the words sound the same.*]

Now let's say together the second part of the "Twinkle, Twinkle, Little Star" rhyme. I will read the second two lines. You can repeat the lines after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "high" and "sky."

[*Say "Up above the world so high, like a diamond in the sky" with a slightly louder voice for the words "high" and "sky." Then encourage children to repeat the phrase.*]

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Understanding Sounds *continued*

Finally, lead children in saying together both lines, again with emphasis on "high" and "sky."]

RECAP: Today we said "Humpty Dumpty" together. How did we say the nursery rhyme in a different way? (said only the rhyming words aloud) We also learned a new rhyme and found the rhyming words. Let's say together again the "Twinkle, Twinkle, Little Star" nursery rhyme.

[*Lead children in reciting "Twinkle, Twinkle, Little Star," giving emphasis to the rhyming words.*]

Scaffolding Tips

Extra support ■ As children say "Humpty Dumpty" together, widen your eyes as you say the rhyming word in a regular voice. This may help children better understand which part of the rhyme to say differently.

Enrichment ■ As children master the new rhyme introduced, add another simple nursery rhyme such as "Little Boy Blue." Use the teaching strategies employed with "Humpty Dumpty" and "Twinkle, Twinkle, Little Star." ■ Invite children to say the rhyme as they whisper only the rhyming words.

Center Activity

Provide puppets for children to use as they recite the rhymes. Encourage children to say the rhyming words in a whisper or in a regular voice.

Family Child Care

Preschool-age children may enjoy saying the rhymes and describing the provided *nursery rhyme posters. Another option is to write each rhyme on a large chart paper. Point to the words as children recite each rhyme. School-age children may enjoy acting out each rhyme as it is recited.

*Printables provided

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

Source of Twinkle, Twinkle Little Star nursery rhyme: Taylor, J., & Taylor, A. (1837). *Rhymes for the nursery*. New York: C. S. Francis and Company.

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WEEK 4

DAY 4

Working with Shapes

123 Mathematics

Be Prepared: Gather and place in a basket different-sized classroom items that are in the shape of a circle or square. Examples: ball, plate, block, play food item, sticky notes.

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will match a three-dimensional item to its correct shape (circle or square).

Key Concepts

New: Match

Materials Needed

Basket

*Large circle and large square shape cutouts

Classroom items in the shape of a circle or square (see Be Prepared)

*Printables provided

Optional Reading

Round is a Mooncake: A Book of Shapes by Roseanne Thong

BEGIN: Let's count the number of girls in our small group.

[*Point to each girl as you say the number. When you finish, say the final number again.*]

When we counted, we found out how many girls are in our small group. We have ___ girls in our small group today.

Now let's count the number of boys in our small group.

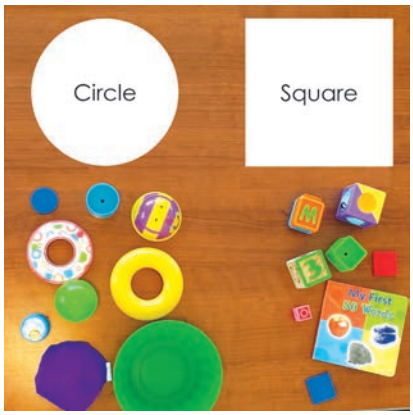
[*Point to each boy as you say the number. When you finish, say the final number again.*]

When we counted, we found out how many boys are in our small group. We have ___ boys in our small group today.

EXPLAIN: We are learning about circles and squares. On Day 3 we went on a shape hunt and found circles and squares all around us. Today we will practice matching circles and squares. When we **match** something we find another that is the same.

ACT: [*Display circle and square cutouts. Invite children to touch and feel each shape cutout. Lay circle and square cutouts on the table.*]

EXPLAIN: In our basket are lots of items from our classroom that are in the shape of a circle or a square. We will take turns picking out an item and matching it to the shape of a circle or a square. Remember, squares and circles come in different sizes.



ACT: [*Invite children to pick an item from the basket and match it to the circle or square on the table. Encourage children to do this one at a time so that the other children see and hear the reasoning for matching the item to a circle or square.*]

ASK:

- Can you describe the item's shape?
- How do you know the (item) is a circle (or square)? (because of its side(s)/corners)

EXPLAIN: Now let's put together some of our shapes.

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Working with Shapes *continued*

[*Select three circle items of different sizes from the items used in the matching activity.*]

Let's place three circle items of different sizes on the table. Let's lay the largest on the bottom and the smallest on the top.

[*Point to and describe how the circles are organized from smaller to larger.*]

ASK:
- When we put our circles together like this, what might it look like? (snowperson)
- How can we arrange our shapes to make something new?

ACT: [*Encourage children to manipulate shape items to create something new. Example: A small square item, larger square item, and two small circular items can become a truck.*]

RECAP: Today we looked at some items and matched them to a circle or to a square. We described why we matched our items with a circle or a square. We also put shapes together to make something new.

Scaffolding Tips

Extra support ■ Guide children to feel the outline of the item while you describe it to help them determine its shape. Some children may benefit from more focused, sensory attention to shape attributes. ■ Use the wordless picture book suggested in Optional Reading to engage children in identifying and describing circles and squares.

Enrichment ■ Can children find more than one shape on an item? Example: A truck may have circle tires and a square body.

123 Center Activity

Tape cutouts of a circle and square to a table. Provide a basket of shaped items from the room and invite children to match the item with its corresponding shape. Examples: dishes, blocks, books, play food items. Encourage children to explain why they matched the items the way they did. Ask children to describe how some items do not match a circle or square.

Family Child Care

Encourage children in your setting to look for circles and squares. Encourage preschool-age children to find items with a basic shape outline, such as a square puzzle piece or a circle play food item. School-age children will enjoy looking for items that have both circles and squares. Examples: toy train car, square dollhouse with circle windows. Also, encourage school-age children to look for items in other shapes they know.

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WEEK 4

DAY 4

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will understand how children may use a wheelchair, crutches, walker, or braces.

Key Concepts

Review: Wheelchair
Limbs

Materials Needed

When Charley Met Emma by Amy Webb

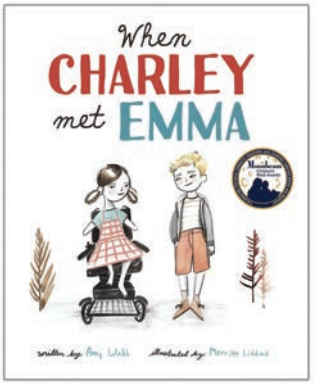
*6 pictures as shown

*Printables provided

Revised: 12/1/2025

Be Prepared: During this activity, children will explore ways to move with a wheelchair. If a wheelchair is unavailable, adapt the activity for use with a walker or crutches.

BEGIN: [*Display book cover. Point to illustration of Emma in her wheelchair when children tell how she got around.*]



Last week we read a book about Charley and Emma. Remember, Emma could not use her legs to move from place to place. How did Emma get around? (with a wheelchair)

We know that a wheelchair helps people who cannot walk or run move from place to place. Emma played tag with Charley by using her wheelchair!

ASK:
- Have you ever seen someone use a wheelchair to move around?
- How did the wheelchair help someone?

EXPLAIN: [*Display two pictures, one at a time, of children using wheelchairs.*]


EasyStand/flickr.com/(CC BY-NC-ND 2.0)


Eric Neltzel/flicker.com/(CC BY-NC-ND 2.0)

Here are two pictures of children using a wheelchair to do things.

ASK: What is happening in these pictures?

EXPLAIN: Some people use their hands and arms to move their wheelchair from place to place. Remember, our arms and legs are called limbs.

ASK: Emma could not use her hands and arms to move her wheelchair around. Why? (no hands)

EXPLAIN: [*Display book illustration of Emma playing tag with Charley.*]

Emma's wheelchair has a little motor that moves her chair from place to place. She uses her arm to move a small knob on her wheelchair to make the motor work. Here is Emma having fun playing tag with Charley.

[*Show again the provided picture of child using arm to move his wheelchair.*]

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Respecting Our Differences *continued*

Social Studies

The way Emma uses her arm to move her wheelchair is different than the way the child in our other picture is using his arms to move his wheelchair.

EXPLAIN: Some people use crutches, a walker, or braces to help them move from place to place. Let's talk about some pictures of children using one of these ways to move around.

[*Display pictures of children using crutches, a walker, and braces, one at a time.*]


Larry Sillen/flickr/(CC BY-NC-ND 2.0)


Wendell Phillips/CIDA/flickr/(CC BY-NC 2.0)




Larry Sillen/flicker/(CC BY-NC-ND 2.0)

ASK: What is happening in these pictures?

ACT: Today we will find out what it's like to use a wheelchair. We can take turns sitting in a wheelchair and talking about how we could use the wheelchair to do things.

[*Use questions such as the following to extend children's discussion of wheelchair use:*]

- How could someone in a wheelchair play soccer? (throw the ball instead of kick)
- How could a child in a wheelchair play with Legos®? (play with Legos® at a table)

RECAP: Today we learned that some people may use a wheelchair, walker, crutches, or braces to move from place to place. There are many different ways to move around.

[*Please describe any available accommodations in your center for children with physical disabilities. Example: rails along the walls or in the bathrooms.*]

Scaffolding Tips

Extra support ■ Highlight differences in types of wheelchairs by displaying together the book illustration of Emma in her wheelchair and the provided picture of a child using his hand and arm to move his wheelchair. Point out the location of the knob (controller) on Emma's chair.

Enrichment ■ Remind children that Emma said she had "limb differences." Ask children to describe how her arms and legs were different. Emphasize how her wheelchair helped her do things she liked to do.

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WEEK 4

DAY 4

Respecting Our Differences *continued*

Social Studies

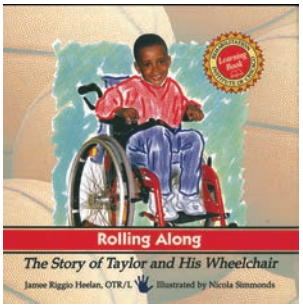
Center Activity

Borrow a set of child-size crutches, a walker, or an arm sling. Invite children to try the items while participating in other centers. As children play, ask them how they are doing things differently. Example: pretending to cook in housekeeping without the use of one arm, getting up and down off of the floor without the use of one leg.

Emphasize a positive image of accommodations for physical mobility. Focus on what children can do as they play. Example: "Malia, you did a great job of dressing the doll with your arm in a sling!"

Family Child Care

Provide books such as *Rolling Along: The Story of Taylor and His Wheelchair* by Jamee Riggio Heelan for school-age children to read. Encourage school-age children to talk about the book's pictures with preschool-age children.



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WEEK 4

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will understand basic rules for movement activities.

Key Concepts

New: Movement
Personal space
Activity space
Signal

Review: Safe

Materials Needed

Item for signals (see Be Prepared)

Carpet squares if used for immediate space

Children's favorite dancing music

Also Promotes

Self-Regulation

Creative Expression

Be Prepared: There are two important tasks in setting the stage for safe and beneficial physical activities in your classroom:

(1) Identify an auditory signal you will use to communicate "stop" and "start" in physical activities throughout the year. Examples: whistle, bell. Use separate signals for "stop" and "start." Example: one whistle sound for "start" and two whistle sounds for "stop."

(2) Determine space boundaries. Considerations include personal space (examples: carpet square, "X" mark on floor made with masking tape, square on a patterned carpet) and the larger activity space in a classroom and outside (example: grassy area by the fence but not on the cushion surface by the swings).

BEGIN: [*Play children's favorite dance music and invite children to join you in dancing as they wish.*]

ASK: What did we just do with our bodies? (dance, move to music)

EXPLAIN: We moved our bodies. We will learn how to move our bodies in many different ways. We will do activities like marching, jumping, galloping, and running.

[*Demonstrate the movements as you describe each below.*]

Moving our body or part of our body from one place to another place is called a **movement**. Taking a step with our foot is a movement. Raising our arm from the side of our body to above our heads is a movement.

We want to move our bodies safely. Remember, we are safe when we do not get hurt or sick or get into danger.

ASK: What might happen if we moved our bodies real fast and bumped into another person? (someone could get hurt)

EXPLAIN: To help us stay safe, we need to stay in our personal space. **Personal space** is the area around our body that is empty and open for us to use. We need to stay in our own space when we do activities in the same spot. Let's try it. We can dance in our own space.

ACT: [*Play dancing music again and encourage children to stay in their space. Provide gentle reminders, if needed.*]

EXPLAIN: There is another type of space we need to know about. It is the larger space we use for our physical activities. Sometimes we will need bigger space for walking or marching or doing other types of movement. We can call this our activity space. The **activity space** is the area of our classroom and the outside area we can use for physical activities.

[*Describe and point to the activity space(s) in your classroom and outside.*]

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WEEK 4
DAY 4

Moving Our Bodies *continued*

Physical/ Health

Let's take a walk around our activity space. We'll play follow the leader. I will be the leader.

ACT: [*Describe the boundaries of the space as you walk the perimeter. Point out adjacent areas (such as the bathroom) that are not activity space.*]

EXPLAIN: One last thing that we need to learn is our signal. Our **signal** for physical activities is a sound that helps us know when to start doing something and when to stop doing something. We need to listen carefully for two different signals.

[*Provide the signals as you describe each.*]

When we hear _____, we will start our activity. When we hear _____, we will stop our activity.

Let's try it by gently moving our arms back and forth. Let's spread out so our arms do not bump into each other.

Start moving your arms back and forth when you hear _____. Stop moving your arms when you hear _____.

ACT: [*Demonstrate moving your arms back and forth. Offer another practice with the start and stop signals, if appropriate.*]

RECAP: Today we learned some ways to keep safe when we do physical activities in our classroom and outside. We learned about staying in our personal space. We walked around the activity space in our classroom and outside. We also learned the signals that tell us when to start and when to stop an activity.

Scaffolding Tips

Extra support ■ If a child has difficulty staying in his/her personal space, offer a verbal reminder and/or place the child closer to an adult for guidance or provide a little more space.

Enrichment ■ If time permits, engage children in another "follow the leader" walk around the perimeter of your activity space. Reverse the direction of the walk and use your start and stop signals several times during the walk.

Family Child Care

Walk children around activity space you use in other areas such as a park. School-age children may wish to help you in leading children on a walk around the activity space.

This activity was informed by: Sanders, Stephen W. (1992). *Designing preschool movement programs* (pp. 23-25). Champaign, IL: Human Kinetics.

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WEEK 4

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

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

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 4

DAY 5

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will deepen their understanding of basic characteristics of a circle, triangle, and square.

Key Concepts

Review: Shape
Circle
Triangle
Square

Materials Needed

*Circle, triangle, and square shape cutouts (1 shape per child)

Several items used in the basket on Day 4

Pictures taken during Day 3 shape hunt

*Printables provided

BEGIN: This week we are learning about some shapes. We've looked for shapes, we've described shapes, and we've matched shapes.

EXPLAIN: We know that a shape is something that has a certain outline. A circle, a triangle, and a square are shapes.

[*Display each shape cutout as children describe them below.]*

ASK:
- Who can describe a circle for us? (curved edge, not straight, round)
- Who can describe a triangle? (three straight sides)
- Who can describe a square? (equal edges, four straight sides)

ACT: Let's draw a circle in the air with our finger.

[*Lead children in drawing a circle in the air. Use your arm so children can readily see your example.*]



Now let's draw a square in the air.

[*Lead children in drawing a square. Again, use your arm so children can readily see your example.*]

EXPLAIN: We went outside on a shape hunt. We found items that were the shape of a circle or a square.

[*Display pictures one at a time from hunt. For each picture, name the item and ask:*]



ASK:
- What shape is this?
- How do we know? (because of its side(s)/ corners)

EXPLAIN: Yesterday we matched items from our room to a circle and a square. Let's look at some of the items we matched.

[*Hold up several of the items that were in the basket on Day 4, one at a time.*]

ASK:
- What is the shape of this item?
- How do we know?

RECAP: This week we learned about circles, triangles, and squares. We found circles and squares in our room and outside. We matched shapes and

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Working with Shapes *continued*

described them. Let's practice our shapes by playing *Shape Hokey Pokey.*

[*Give each child a different shape to hold. Children put their shape in the circle instead of a body part. You put your square in, you take your square out, etc.*]



Scaffolding Tips

Extra support ■ In the opening description of shapes, children may wish to feel the outline of the shape cutout you display. ■ As you play *Shape Hokey Pokey*, hold up the shape you are singing about to help children determine if they have the named shape.

Enrichment ■ Invite children to think of things at home in the shape of a circle or square. Examples: pillows, sofa cushions, table.

123 Center Activity

Supply play dough and invite children to create shapes. Encourage children to describe their shapes.

Family Child Care

Play *Shape Twister* to help all children in your setting learn more about shapes. Draw shapes on a large piece of butcher paper or a sheet. Choose shape cutouts from a basket as you encourage children to place hands and feet on the shape with the named characteristics. Example: After pulling a circle from the basket say, "Place your hand on a shape that is round." Describe shape characteristics as each shape is pulled from the basket. School-age children may enjoy pulling shapes from the basket and describing their characteristics for preschool-age children.

The *Shape Hokey Pokey* game is described in the following source: Dauksas, L., & White, J. (2014). Discovering shapes and space in preschool. *Teaching Young Children*, 7, 22-25.

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WEEK 4

DAY 5

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will understand how a sense of touch helps people who are blind.

Key Concepts

New: Blind

Materials Needed

Bandanas—1 per child

Small item to hold—1 per child

Revised: 12/1/2025

BEGIN: Yesterday we learned there are different ways to move from one place to another place. Some people may use a wheelchair or crutches or a walker or braces to move around.

EXPLAIN: Today we will learn how someone who cannot see with their eyes can use their fingers and hands to find out what something is like.

Some people are not able to use their eyes to see things and what is happening. When someone is not able to see it is called **blind**.

People can learn about things in other ways when they are blind.

We are going to find out how someone can use their fingers and hands to learn about something.

Each of us can cover our eyes with a bandana. We will not be able to see when we cover our eyes. Then I will give each of us something to hold. We can learn about the item we are holding by touching it.

ACT: [*Invite one-half of the children to participate in a first round. Tie bandanas around each interested child's head to cover his/her eyes. Some children may not wish to wear a bandana. Give each child an item to hold and describe. Examples: "What does it feel like?" "What shape is it?" After the first group of children has a chance to feel and describe the item, take off their bandanas and do the same for the second half of the children. Use different items for the second round.*]

ASK:

- Was it hard to learn about something without using your eyes?
- What was it like to use your fingers and hands to learn about something?

RECAP: People who are blind cannot use their eyes to see things and what is happening. One way people who are blind can learn about things is to use their fingers and hands to feel something.

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WEEK 4

DAY 5

Respecting Our Differences *continued*

Social Studies

Scaffolding Tips

Extra support ■ Display some pictures discussed on Day 4 if children need a visual reminder of the uses of wheelchairs, crutches, a walker, or braces. ■ As children learn more about an item using their sense of touch, ask questions to help them describe the item. Example: "Does the item feel hard or soft? How can you tell?" Focus on children's exploration of the item with their fingers and hands, not on correctly identifying or guessing the item.

Enrichment ■ Explain that people who are blind can also use their hearing (ears) to learn what is happening. Demonstrate by asking children to cover their eyes and then describe what happened when you close a door.

Center Activity

Invite children to place a sock on one hand and then use their hand with the sock to draw a picture. Encourage children to describe what it feels like to draw with a sock on their hand. How did they use the hand and fingers to hold the drawing tool? Did children use (or think of using) their other hand for drawing the picture?

Family Child Care

Pair school-age children and preschool-age children in your setting. Provide small blocks at a table and encourage children to try a cooperative activity where one child can see and their partner is blindfolded (cannot see). Encourage the child who can see to help guide the child who cannot see as he/she builds something with the blocks. After the first child has built something blindfolded, encourage children to switch.

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WEEK 4

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will pay attention to how their body moves when walking and marching.

Key Concepts

New: Marching

Materials Needed

Masking tape or similar tape

Item for signals

Also Promotes

Self-Regulation

Be Prepared: Tape straight lines in activity spaces in the classroom or on the playground. The lines will guide children's practice in walking and marching. The activity may work best if children are organized into smaller groups (with separate lines for each in different parts of your activity space). Focus children's attention on how their bodies move when walking and marching. Walking or marching in a straight line is not an activity goal.

BEGIN: Yesterday we talked about how to be safe when we do physical activities. We learned a signal that tells us when to start an activity and a signal that tells us when to stop an activity.

ASK: What is our signal for "start"? What is our signal for "stop"?

[*Demonstrate each signal as reminders.*]

EXPLAIN: Today we will do some walking and some marching. Let's do some walking first. We will walk around our activity space. I will be the leader, just like I was yesterday.

Please walk the way you normally walk. We will stay safe by paying attention to what is around us and by not bumping into other people.

ACT: [*Offer the "start" signal for children to start walking. After a short time, offer the "stop" signal. Praise children for listening carefully. Offer the "start" signal and then the "stop" signal when your group has returned to a gathering space.*]

EXPLAIN: Walking is something that we do every day. When we walk we use different parts of our body. Let's talk about what happens when we walk.

ASK: What parts of our body move when we walk? (feet, legs, knees)

EXPLAIN: Our whole body moves when we walk. Our feet and legs move the most. The knees of our legs move a lot. Let's all touch our knees.

ACT: [*Lead children in touching their knees.*]

EXPLAIN: Our arms may swing a little bit when we walk. Our shoulders may move a little bit, too.

Now let's do some marching! **Marching** is like walking but our knees are raised much higher and our arms swing back and forth.

[*Demonstrate and describe marching in place. Draw attention to how your legs, knees, feet, and arms are moving.*]

Let's try marching in our personal space. We will march where we are standing. We will not march around our activity space at this time.

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WEEK 4

DAY 5

Moving Our Bodies *continued*

Physical/ Health

ACT: [*Offer the "start" signal for children to march. Continue to demonstrate marching as you lead children in marching in place. Describe your marching movements or several children's marching actions. Example: "Jorge is moving his arms back and forth. Allie is lifting her knees up high." Offer the "stop" signal.*]

EXPLAIN: We can march fast and we can march slowly. Let's try marching fast. We will march in place. We will not march around our activity space at this time.

ACT: [*Offer the "start" signal for children to march fast. Provide a clear demonstration of marching at a child-friendly fast pace (not too fast) while leading children in marching. After a brief period, offer the "stop" signal.*]

Now let's march slowly.

[*Offer the "start" signal for children to march slowly. Provide a clear demonstration of marching at a slow (but not too slow) pace while leading children in marching. After a brief period, offer the "stop" signal.*]

EXPLAIN: You may have noticed there are lines of tape on the floor of our activity space. We are going to practice walking and then marching on our lines. I will be the leader.

ACT: [*Use "start" and "stop" signals in a follow-the-leader arrangement that supports children in practicing walking and then marching. If time and child skill permit, include practice in marching slowly and in marching fast. You also may wish to reverse the direction of movement on the lines. Be sure to consistently use the "start" and "stop" signals.*]

RECAP: Today we paid attention to how our bodies move when we walk and when we march. How is marching different from walking?

Scaffolding Tips

Extra support ■ Review personal space and activity space descriptions from Day 4, if necessary. ■ Offer a demonstration of how your body (or a volunteer child's body) moves when walking. Draw attention to what is moving the most (feet, legs, knees) and what other parts may be moving a little (arms, shoulders, maybe head). ■ If children have difficulty balancing their bodies when marching fast, slow the pace and explain that we are not trying to march as fast as we can.

Enrichment ■ Consider varying the pace of marching by using a second "start" signal midway through marching practice that is a sign for children to switch (from fast to slow or from slow to fast). ■ Encourage children to walk like a favorite animal.

Family Child Care

School-age children in your setting may enjoy leading younger children in walking or marching.

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WEEK 5 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Sounds

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words and identifying rhyming words (Days 1, 3, 5)
- Matching two picture cards that rhyme (Day 2)
- How to identify two of three words (picture cards) that rhyme and which word does not rhyme (Day 4)

Mathematics

Working with Shapes

- How to identify and describe a rectangle and triangle (Days 1–2)
- How to represent shapes using straws, fingers, and drawing (Days 2–3)
- How to describe attributes of different shapes (Days 4–5)
- Making shapes with our bodies (Day 5)

Self-Regulation

Using Self-Control

- Self-control helps us do the right thing (Day 1)
- We think before we do something and we remind ourselves to do the right thing (Day 2)

Social-Emotional

Getting Along with Others

- Four steps in solving a problem (Day 3)
  - What is the problem?
  - What are some solutions?
  - Are the solutions safe and fair?
  - Give it a try!

Social Studies

Respecting Our Differences

- Families are not exactly alike (Day 4)
- Activities we do with our family or someone in our family (Day 5)

Creative Expression

Creating Art

- An artist is a person who creates art, music, drama, or dance (Day 1)
- Different types of art including painting, drawing, weaving, sculpting, and photography (Day 2)
- We can be artists (Day 3)

Physical/ Health

Moving Our Bodies

- Paying attention to how our body moves when we walk and march (Days 4–5)

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WEEK 5

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Phonological awareness

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

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Rhyme
Understand

Materials Needed

*Humpty Dumpty poster (from Week 4)

Book of your choice for this week's repeated reading

Chart paper

Marker

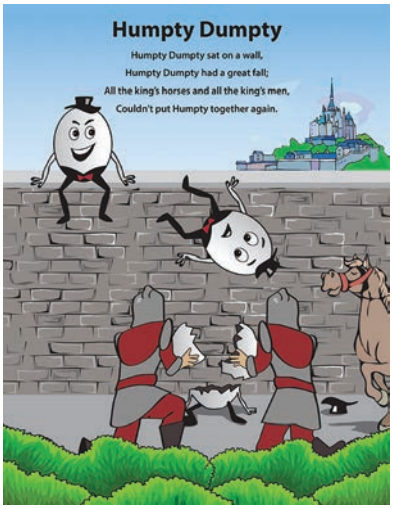
*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Words We Understand

BEGIN: Let's say the "Humpty Dumpty" nursery rhyme together. Nursery rhymes help us learn about rhyming words.

[*Lead children in reciting "Humpty Dumpty" in unison as you display the Humpty Dumpty poster. Emphasize the rhyming words.*]



EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*

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WEEK 5

DAY 1

Understanding Words *continued*

Language/ Literacy

- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

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WEEK 5

DAY 1

Working with Shapes

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will find and describe a triangle and a rectangle.

Key Concepts

New: Rectangle

Review: Equal

Materials Needed

*Large square, triangle, and rectangle cutouts (1 each)

*Printables provided

Optional Reading

Round is a Tortilla: A Book of Shapes by Roseanne Greenfield Thong – Best if read *before* the activity.

BEGIN: We are learning about shapes. Last week we learned about circles and squares.

ASK: What did we learn about circles?

EXPLAIN: We know that a circle is round with a curved line. Let's make a circle with our finger in the air.

[*Use a large arm movement to lead children in making a circle in the air.*]

We also learned about squares.

ASK: What did we learn about squares?

EXPLAIN: We know that a square has four straight sides that are the same size. A square also has four corners. Let's make a square with our finger in the air.

[*Use a large arm movement to lead children in making a square in the air.*]

ASK:

- Where is a circle in our room?
- How do we describe a circle? (curved line, round)
- Where is a square in our room?
- How do we describe a square? (four straight sides, four corners, four equal sides)

EXPLAIN: [*Display triangle cutout.*]

This shape has three straight sides. It also has three corners.



ASK: Do you remember the name of this shape?

EXPLAIN: It is a triangle. Let's together say the word triangle: tri-an-gle.

Let's pass around the triangle so we can feel the outside edges.

[*Encourage children to describe the triangle (sides, corners) as they feel its outline.*]

ACT: Let's see if we can find a triangle in our room. Remember, a triangle has three sides and three corners. (Examples: play food pizza slice, block, triangles in pattern blocks collection)

EXPLAIN: Our new shape for today has four straight sides and four corners.

[*Display rectangle cutout.*]

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Working with Shapes *continued*

ASK: Does anyone know the name of this shape?

EXPLAIN: This shape is called a rectangle. A **rectangle** has four straight sides and four corners. Let's together say the word rectangle: rec-tan-gle.

ACT: Let's pass around the rectangle so we can feel its outside edges.

[*Encourage children to describe the rectangle (sides, corners) as they feel its outline.*

Display rectangle and square cutouts. Point to features of each as you describe them.]

EXPLAIN: Last week we learned about squares. Squares and rectangles both have four straight sides and four corners. A square is a special rectangle because all four sides are equal! Remember, equal means they are the same.

If a shape has four sides and four corners like this rectangle, then we call it a rectangle. If a shape has four sides and four corners and the sides are equal, then we call it a square.

ASK: Let's look at our classroom door.

- What shape is it?
- How do we know?

EXPLAIN: Our door is a rectangle. It has four straight sides and four corners.

[*Point to the sides of the door and the corners as you describe them.*]

ASK:
- How do we know our door is not a square? (the sides are not equal)
- Where is another rectangle in our room?

ACT: Let's use our finger to make a rectangle in the air.

[*Use a large arm movement to lead children in making a rectangle in the air.*]

Now let's make a triangle with our finger in the air.

[*Use a large arm movement to lead children in making a triangle in the air.*]

RECAP: [*Display rectangle and triangle cutouts.*]

Today we learned that a rectangle has four straight sides and four corners. We also learned that a square is a special kind of rectangle that has four equal sides. Which shape has three straight sides and three corners? (triangle) Are either of these shapes curved like a circle? (no)

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Working with Shapes *continued*

Scaffolding Tips

Extra support ■ When children are looking for a shape in the room, hold up the cutout next to the item they find to help children compare the shapes.

Enrichment ■ Show children two rectangles of different sizes. Ask children if they are both rectangles. How do they know?

123 Center Activity

Provide a sheet of paper with circles and squares drawn on it. Invite children to match shapes (pattern blocks) to the outlines of each shape. As children match the shapes, ask how they know the shapes are a match.

Family Child Care

Invite children in your setting to learn about shapes while playing outdoors with chalk. On a flat surface, such as a sidewalk or driveway, draw triangles, squares, rectangles, diamonds, and octagons of different sizes. Invite preschool-age children to jump from shape to shape as they name and describe triangles, squares, and rectangles. School-age children will enjoy jumping from shape to shape while naming other shapes, such as diamonds and octagons.

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WEEK 5

DAY 1

Using Self-Control

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand the concept of self-control.

Key Concepts

New: Self-control

Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: [*Display picture of Katie.*]

I want to tell you a story about a little girl named Katie. This is a picture of Katie. She loves to play with friends and things in her classroom.



EXPLAIN: Sometimes Katie does things that upset her friends and get her in trouble. Katie does not want to upset other children or get in trouble. But sometimes she forgets to do what is right.

[*Display picture of Chen with block tower.*]

One day Katie was playing in the block center. Her friend Chen was building the biggest block tower Katie had ever seen! Katie liked Chen's block tower a lot. She wanted to hear the sound of all of the blocks falling to the floor.



Katie walked up to Chen's block tower and knocked it over. Katie smiled when all of the blocks fell to the floor. Chen was sad that his block tower fell down. He told Katie that he did not want to play with her.

Katie was sorry that Chen was upset. She did not want him to feel sad. Katie did not do the right thing when she knocked over Chen's tall tower of blocks.

ASK:

- What should Katie have done instead of knock down Chen's tower? (played in another center, built her own tower to knock down, asked Chen if she could help him knock down his tower when he was ready)
- What was Katie thinking before she knocked over Chen's tall tower? (how much she liked to hear the sound of blocks falling down)
- Did Katie think about what Chen might feel if she knocked over his tower? (no)

EXPLAIN: Katie forgot to use self-control. **Self-control** helps us do the right things. When we use self-control, we think about things before we do anything. Self-control helps us make good choices so that we don't hurt or upset others. We use self-control when we wait for our turn. We use self-control when we do not interrupt others who are talking. We use self-control when we walk but really want to use our running feet. Using self-control helps us do what is right.

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Using Self-Control *continued*

[*Continue if time permits.*]

I want to tell you what happened when it was time for Katie and other children to leave their classroom for the day. Everyone was getting their backpacks out of their cubbies. Katie was excited about what was happening next. She was going to go swimming with children who live in her neighborhood. Katie loved to swim.



Katie started dancing with her backpack. She swung her backpack in circles above her head and sang, "It's time to swim, it's time to swim!" She thought about splashing in the water while swimming. Suddenly, Katie's backpack hit Najla in the head.

[*Display picture of Najla.*]

Najla said, "Ouch! Your backpack hit me hard."

Katie felt bad inside. She did not mean for her backpack to hit Najla.

ASK:

- What was Katie thinking about while she spun her backpack around her head? (going swimming, splashing in the water)
- Did Katie think about the children around her while she danced and moved her backpack in circles? (no)
- What would be a better way for Katie to show she is excited about going swimming? (talk or sing about swimming, put backpack on her back or carry to her side)

RECAP: Katie upset or hurt her friends by doing what she wanted to do. She did not stop to think about what Chen would feel if she knocked down his tall tower. She did not stop to think about whether other children might be hurt while she danced and spun her backpack over her head. We talked about ways Katie could use self-control. What is the first thing we need to do when we use self-control? (stop and think)

Scaffolding Tips

Extra support ■ In the discussion of self-control examples (waiting for turn, not interrupting), remind children we use self-control in many of our classroom or circle time rules (Week 2, Day 2).

Enrichment ■ Invite children to describe times they have used (or watched other children use) self-control. Example: "Do you remember a time when you used self-control (or forgot to use self-control)?" Follow-up question: "Was your choice to use self-control (or not) a good thing for others?"

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WEEK 5

DAY 1

Using Self-Control *continued*

Self-Regulation

Center Activity

Provide the game *Feed the Woozle*® to help children practice self-control. This game encourages children to use self-control as they feed the woozle with a spoon.

Family Child Care

Play the *Elephant Stampede* game with all children in your setting to help practice self-control. Gather children in a group and play the game as follows:

- Put a hand to your ear and say, "What's that I hear?" Children should respond by saying "Elephant stampede!"
- Say "Where are the elephants? I can barely hear them!" Children should respond by saying "Far away!" Encourage children to begin quietly stomping their feet on the floor to mimic the sound of elephants in the distance.
- Repeat the lines, adjusting for how close the elephants are, until the herd arrives.
- Once you've indicated that the herd has arrived, invite children to make a trumpet sound like an elephant and stamp their feet as hard as they can until you begin to quiet them down by saying "Oh good, they're going away!" Children should respond by stomping their feet more softly, and continue to respond to your directions until the elephant herd has left.

Elephant Stampede game informed by: https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises

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WEEK 5

DAY 1

Creating Art

Creative Expression

Be Prepared: Please use your own words to communicate highlights of today's book text and to describe book illustrations.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand what it means to be an artist.

Key Concepts

New: Artist

Review: Creative

Materials Needed

To Be an Artist by Maya Ajmera & John D. Ivanko

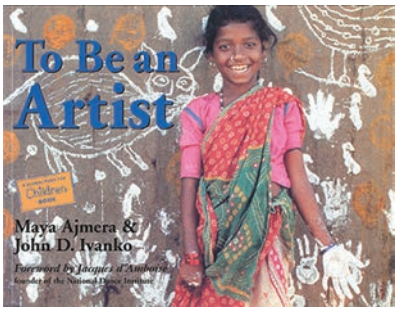
Also Promotes

Language/Literacy

BEGIN: We are learning ways we can be creative. Remember, when we are creative we use an idea to make or do something new. One way we can be creative is to draw or paint a picture. Who can tell us another way we can be creative? (music, drama, dance) Today we are going to learn about what it means to be an artist.

EXPLAIN: An **artist** is a person who creates art, music, drama, or dance. There are many ways to be an artist.

[*Display book. Point to words in title as you say them.*]



This book will tell us what it means to be an artist. The book is called, *To Be an Artist*. It was written by Maya Ajmera and John Ivanko.

ACT: [*After reading the book, use questions, such as the following, to encourage children to reflect on what an artist does:*]

- How were the artists in the book being creative with music? (danced, played instruments, sang)
- What other creative things did the artists in the book do? (draw, color, paint)

Let's pretend we are artists like the people described in our book!

[*Invite children to stand. Encourage children to briefly pretend being creative in different ways. Show pertinent book pictures as a reference:*]

- Let's pretend we are an artist painting a picture.
- Let's pretend we are an artist playing a musical instrument.
- Let's pretend we are an artist singing a song.
- Let's pretend we are an artist dancing.
- Let's pretend we are an artist using clay to make something with our hands.

RECAP: Our book today helped us learn what it means to be an artist. Artists can be creative in many different ways. Artists can be creative with music, dance, drama, and different objects. All of us can be artists!

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Creating Art *continued*

Creative Expression

Scaffolding Tips

Extra support ■ In the opening question, it may be helpful to elaborate on the meaning of "another way" to be creative. Options: "a different way" to be creative, or "one other way" to be creative. ■ In addition to showing pertinent book pictures when children pretend to be different types of artists, you may wish to demonstrate some of the creative efforts, such as pretending to use a paint brush.

Enrichment ■ Encourage children to describe what they are doing during the "pretend you are an artist" segment of the activity. ■ To strengthen children's understanding of creative efforts, consider showing and describing a piece of your own art. Example: If you like to quilt, bring in a sample of your quilting. Talk with children about how you do quilting and how you decided the focus of your quilt (a "tree quilt" may represent your love of trees).

Center Activity

Introduce the art center to the children as one place where they can be artists and create whatever they want with materials that are in the center. Encourage children to experiment with the different materials in creating their own art. Regularly encourage children to use their creativity when using art materials.

Family Child Care

Invite children in your setting to pretend to be different kinds of artists. Provide materials to encourage children to pretend to be an artist, writer, musician, and dancer. Invite children to share their creations and perform for each other.

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WEEK 5

DAY 2

Understanding Sounds

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will identify rhyming words.

Key Concepts

Review: Rhyme

Materials Needed

*Picture cards (see Be Prepared)

Flannel board

*Printables provided

Be Prepared: Select the picture cards listed below. For easier use of the cards with children, glue a piece of Velcro® or felt to the back of each for placing on a flannel board. Use the following sets of picture cards:

bear-pear	car-star	dog-log
cat-hat	hop-mop	pig-wig
fan-pan	tree-bee	rug-bug
snake-cake	bell-shell	goat-boat

BEGIN: Let's say the "Humpty Dumpty" nursery rhyme together!

[*Lead children in reciting "Humpty Dumpty" in unison. Emphasize the rhyming words.*]

EXPLAIN: We know words that rhyme sound alike at the end. Today we are going to look at some pictures of words and decide which words rhyme with each other. Let me show you.

ACT: [*Display rhyming picture cards cat and hat. Enunciate each word clearly.*]

This is a cat. This is a hat. Cat, hat.

- Do these words rhyme?
- How do we know? (they sound the same at the end)





Toshihiro Gamo/flickr/(CC BY-NC-ND 2.0)

We are using our listening ears to listen for rhyming words!

[*Display the cat and hat cards next to each other on the flannel board. Make sure the cat and hat cards are completely separate from the next two cards to be placed on the board.*]

I will put the two rhyming cards next to each other. Let's try two more cards.

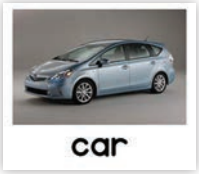
[*Display picture cards pig and car. Enunciate each word clearly.*]

This is a pig. This is a car. Pig, car.

- Do these words rhyme?
- How do we know? (they do not sound the same at the end)



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[*Remove the picture card car from the board.*]

Let's try another card with our pig card.

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WEEK 5 DAY 2

Understanding Sounds *continued*

Language/ Literacy

[*Display rhyming picture cards pig and wig next to each other on the board. Enunciate each word clearly.*]



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This is a pig. This is a wig. Pig, wig.

- Do these words rhyme?
- How do we know? (they sound the same at the end)

[*Display the pig and wig cards next to each other on the flannel board but separate from the cat and hat cards.*

Continue displaying two picture cards at a time. Remember to enunciate each word clearly. Alternate between displaying two cards that rhyme and two cards that do not rhyme. When children determine that two picture cards do not rhyme, pair one with its rhyming picture and ask again if the two pictures rhyme. Place all rhyming pairs next to each other on the flannel board in clearly separate pairs so children can readily see what rhymes. Offer as many word comparisons as time and children's interest permit.]

EXPLAIN: Each of our picture cards is now matched with its rhyming partner on our flannel board. Let's say each pair of rhyming words together.

ACT: [*Lead children in saying the words for each pair of cards in unison. Enunciate each word clearly.*]

RECAP: Today we looked at picture cards and decided which cards rhymed. We paired them with their rhyming partner on our flannel board.

Scaffolding Tips

Extra support ■ If children have difficulty determining whether two picture cards rhyme, ask them to repeat the words while emphasizing the ending sound of each word. Point out that when words rhyme, the ending sounds are the same.

Enrichment ■ Ask children to think of a word that does not rhyme with a pair of words on their picture cards. Example: "Can you think of a word that does not rhyme with cat and hat?"

Center Activity

Provide *picture cards used in today's activity and a flannel board. Encourage children to match cards that rhyme.

*Printables provided

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WEEK 5

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Family Child Care

Play *Rhyme Challenge* with preschool-age children. Challenge each child to say as many rhyming words as they can for a given word. Example: "Say as many rhyming words as you can for the word 'hop.'"

School-age children will enjoy a game of *Rhyme Go Fish*! Place picture cards of things that rhyme in the middle of the group. This will be the "pond." Invite each child to choose five cards. Encourage children to first check to see if they have any rhyming cards in their hands. If so, they may place the rhyming cards on the floor in front of them. The first player looks at his/her cards to see which rhymes he/she needs. The player then asks the person to his/her left "Do you have a card that rhymes with _____?" If the second player does have a card that rhymes with the named card, he/she hands the card to the first player and the first player places the pair of rhyming cards on the floor in front of him/her. If the second player does not have a card that rhymes with the named card, the first player is instructed to "Go Fish!" and pick a card from the "pond." Play continues until a player has no cards in his/her hands.

This activity is informed by the following source: Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1998). *Ladders to literacy: A preschool activity book.* Baltimore, Maryland: Paul H. Brookes.

The *Rhyme Challenge* and *Rhyme, Go Fish* games are described in the following source: Mascott, A. (2016, July 18). The 3 best rhyme games for kids [Web log post]. Retrieved from http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/3-best-rhyme-games-kids

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WEEK 5

DAY 2

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will understand characteristics of corners in rectangles and triangles.

Key Concepts

Review: Rectangle

Materials Needed

*Large rectangle, triangle, and diamond cutouts

*2 different-sized rectangles and 3 different types of triangles (see Be Prepared)

2 blocks

Straws (some short, some longer)

*Printables provided

Be Prepared: The two different-sized rectangles should include the following: (1) a rectangle with a small base and tall sides and (2) a rectangle that is laying on its side and is long and skinny. The three different types of triangles should include the following: (1) a triangle with a small base and tall sides, (2) a triangle with a wide base and short sides, and (3) a triangle with equal sides and corners. See illustrations in the activity plan. Also, a diamond cutout is included in the activity for comparison purposes only. This activity does not introduce the name or characteristics of a diamond.

BEGIN: Today we will look at rectangles and triangles again. What do we know about triangles? (three straight sides, three corners) What do we know about rectangles? (four straight sides, four corners)

EXPLAIN: Let's look carefully at the corners of a rectangle.

[*Display large rectangle cutout. Point to its corners.*]

The corners of a rectangle are all the same.

All rectangles have four corners that look the same. Squares also have four corners that look the same.

We can make the same kinds of corners with two blocks. Watch as I make a corner with these two blocks.

[*Use two large blocks to demonstrate how to make a corner that would be found in a rectangle. Use your finger to outline the corner as you compare it to the corner of a rectangle cutout.*]



ACT: Let's look at our door. Let's find the corners of our door that look like the corners in a rectangle.

[*Point to the corners of the door. Hold up the rectangle cutout next to each corner of the door to show how they are the same kinds of corners.*

Display a diamond-shaped cutout.]

Is this a rectangle?

Why not? (corners do not look like the corners found in a door)

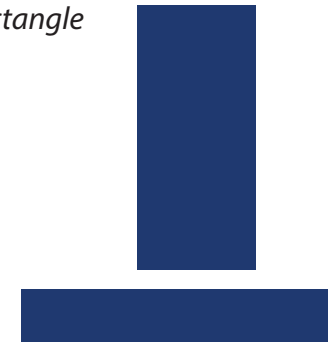
This shape does not have any corners that look like the corners found in a door. This shape (diamond) is not a rectangle.

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Working with Shapes *continued*

EXPLAIN: [*Display a rectangle with a small base but tall sides, and a rectangle that is laying on its side and is long and skinny.*]



Some rectangles are tall.

[*Point to rectangle with small base and tall sides.*]

Some rectangles are long.

[*Point to rectangle that is laying on its side and is long and skinny.*]

Some rectangles are small and some rectangles are big! All rectangles have four straight sides and four corners that look like the corners of a door.

[*Display a triangle.*]



Now let's look at a triangle. I am going to point to the corners of a triangle. Here is one corner. Here is a second corner. Here is a third corner.

[*Display three different types of triangles. Point to each corner.*]



Triangles can have different types of corners. A triangle always has three straight sides and three corners.

[*Point to the sides and corners of each triangle.*]



The corners can be different sizes. Look at how the corners of these three triangles are different.

[*Point to and describe one corner on each of the three triangles. Compare the triangle corners as you place them next to each other.*]

Let's look at a triangle and rectangle together.

[*Hold up the rectangle cutout next to a triangle cutout to compare corners.*]

ASK: How are the corners of these two shapes different? (rectangle corners are like the corners of a door, triangle corners can be different sizes)

EXPLAIN: Corners in a triangle can be different sizes. Let's look more at some triangles and see how they are different.

ACT: [*Encourage children to look at, feel, and describe the sides and corners of three different types of triangles. Discuss how different types of triangles have different-sized sides and different corners.*]

Let's make some rectangles and triangles with straws. Watch as I show how to do this.

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Working with Shapes *continued*

[*Demonstrate how to make a rectangle and then a triangle with the straws. Provide children with straws and invite them to make rectangles and triangles. Make sure some of the straws are shorter and some are longer. As children make the shapes, ask them to describe their shape and tell whether it is a rectangle or a triangle.*]

RECAP: Today we looked at rectangles and triangles and talked about their different corners. We know that rectangles have corners that are the same and look like the corners in a door. Triangles can have corners that are different sizes.

Scaffolding Tips

Extra support ■ Some children may benefit from having a rectangle cutout and a triangle cutout on the table where they work with straws.

Enrichment ■ Ask children, "Does a circle have corners?" "How do you know?" ■ Share with children that another word for corner is "angle."

123 Center Activity

Provide a drawn design or premade pattern mat that contains a design using rectangles and triangles. Invite children to match shapes (pattern blocks) to the outlines of each drawn shape on the mat. As children match the shapes, ask them to describe each shape. What are the corners like? Are the corners of the shape all the same size?

Family Child Care

Invite preschool-age children to look around your setting for corners that look like the corners found in a door. Invite school-age children to check the corners with the corner of a piece of paper.

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WEEK 5

DAY 2

Using Self-Control

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand how to use self-control.

Key Concepts

Review: Self-control
Concentrate

Materials Needed

Container of bubbles and wand

2–3 musical instruments (see Be Prepared)

Optional Reading

No, David! by David Shannon

Be Prepared: This plan offers two activities (bubbles, musical instruments) for helping children understand and practice self-control. If time is limited, you may wish to omit the game using musical instruments, or offer this game at a different time. For the musical instruments activity, choose 2–3 instruments that don't easily make noise when you touch them. Examples: drum, castanets, triangle, rhythm sticks, sand blocks.

BEGIN: Yesterday we learned that self-control helps us to do the right thing. We listened to a story about a girl named Katie. Katie needed to learn to use self-control.

EXPLAIN: Today we are going to practice using self-control. When we practice using self-control, we think before we do something and remind ourselves to do the right thing.

Please raise your hand if you like to play with bubbles! Bubbles can be a lot of fun. When I see bubbles, I like to pop them!

ASK: Do you like to pop bubbles?

EXPLAIN: Today we are going to play a game with bubbles. I am going to blow some bubbles. Let's sit with our hands in our lap while I blow the bubbles.

ACT: [*Invite children to practice sitting with their hands in their lap.*]



When I blow the bubbles, we will use self-control and keep our hands in our lap. You will see the bubbles floating around you. Please pay attention to the size of the bubbles and maybe the color that you see in the bubbles. Let's try real hard to not pop any of the bubbles. I will let everyone know when it is time to pop the bubbles. Then we can stay seated and pop them!

[*Gently blow bubbles around all of the children. Remind children to use self-control as they sit still. After you've blown bubbles around all of the children, and the children have been sitting still for at least one minute, blow more bubbles and invite children to pop the bubbles while seated.*]

ASK:
- Was it hard to use self-control when I started blowing bubbles?
- Why?

EXPLAIN: [*If time permits.*]

Let's practice using self-control again. This time we are going to play a game using musical instruments. We will sit in a circle and pass around

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Using Self-Control *continued*

the musical instruments without making any noise! This will be hard, but we can do it if we are careful and use self-control.

ACT: Please get in a circle and I will show you how to pass the instruments without making noise.

[*Arrange children in a circle. Demonstrate how to pass an instrument very carefully without making noise. Discuss how you need to move slowly in order to keep the instrument quiet.*]

Now we are going to use our self-control and pass the instruments around the circle without making noise. After we've passed them around quietly, we will get to play the instruments!

[*Begin passing 2–3 instruments around the circle. As the instruments are passed, discuss how we need to remind ourselves to use self-control even though we may want to make noise with the instruments. When children have passed them around successfully, invite them to make noise with the instruments!*]

RECAP: Today we practiced using self-control. Using self-control can be hard, but we can do it if we think about what we should do instead of what we sometimes want to do. Self-control involves concentration. When we concentrate on something we pay close attention to it. What would happen in our classroom if we didn't use self-control? (we wouldn't do the right thing, we wouldn't make good choices)

Scaffolding Tips

Extra support ■ If a child happens to make a noise with an instrument being passed around, supportively remind him/her to be careful as the instruments are being handled. Encourage children to concentrate on passing the instrument carefully so it does not make a noise.

Enrichment ■ Ask children how they could practice self-control when waiting their turn for something. (do something else, sing a song, go to another area, etc.)

Center Activity

Provide a small container of bubbles and wand. Invite children to take turns blowing bubbles. Encourage other children to pop the bubbles in front of them while sitting. Children will practice self-control as they wait to have bubbles blown in their direction.

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WEEK 5

DAY 2

Using Self-Control *continued*

Self-Regulation

Family Child Care

Practice self-control by playing *Peanut Butter and Jelly*. Invite children to sit on the floor in a large circle. The game is played with two balls. One ball will be the "peanut butter" and the other ball will be the "jelly." The object of the game is to always toss the "peanut butter" ball and roll the "jelly" ball. To begin, the child holding the "peanut butter" ball gently tosses it to anyone in the circle and the child holding the "jelly" ball gently rolls it to anyone in the circle. Whoever receives the "peanut butter" ball must continue to gently toss it to someone else while the "jelly" ball should always be rolled. School-age children may enjoy adding challenge to the game as you add another ball to be passed from child to child or switch actions for the "peanut butter" and "jelly" balls.

The *Peanut Butter and Jelly* game is described in the following source: Your Therapy Source. (n.d.). Peanut butter and jelly [Online Forum]. Retrieved from https://www.yourtherapysource.com/freepbj.html

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WEEK 5

DAY 2

Creating Art

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand different types of art.

Key Concepts

Review: Artist
Art

Materials Needed

*5 pictures as shown

*Printables provided

BEGIN: We are learning there are different ways to be an artist. Artists can create art, music, drama, or dance.

EXPLAIN: Today we are going to talk about different ways to create art. Remember, drawing or painting a picture is one way we can make art. Let's talk about some pictures that show different types of art.



ACT: [*Display and discuss each of the five pictures in the following order: painting, drawing, taking a photograph, weaving, sculpting. Use the following format for each picture, providing new words and descriptions as necessary (see Extra Support tips):*]



- What type of art is the artist creating?
- Have you ever watched someone create art in this way?
- How is the artist creating the art?



RECAP: Today we learned more about what artists do. We talked about paintings, drawings, photographs, weavings, and sculptures. A lot of us (or many of us) have created some of the types of art we talked about.



Barb Mayer/flickr/(CC BY-NC-ND 2.0)



Scaffolding Tips

Extra support ■ Provide examples of different types of art discussed in the activity. ■ In the discussion of weaving, show and describe the picture of a loom in the *To Be an Artist* book read yesterday. Remind children that weaving is a way to create a colorful cloth. Weaving is also a way to make a basket. ■ In the discussion of sculpture, remind children that using play dough or clay is one way to do sculpture. ■ Encourage children to look around the classroom for examples of art, including paintings or drawings done by children in your classroom.

Enrichment ■ Invite a family member or center staff member who creates art to show and describe his/her work.

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WEEK 5
DAY 2

Creating Art *Continued*

Creative Expression

Center Activity

Provide *pictures of different types of art for children to explore. Encourage children to look closely at the pictures and think about how each piece might have been made. Example: "What do you think was used to make this sculpture?"








*Printables provided

Family Child Care

Invite families of both school-age and preschool-age children in your setting to share artwork from their home. Encourage children or family members to talk about the art. Some art may represent a family's background and experiences. Example: A child brings in a wooden plate that was carved in Poland. Talk with children about where Poland is located on a globe or map.

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WEEK 5

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Phonological awareness

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

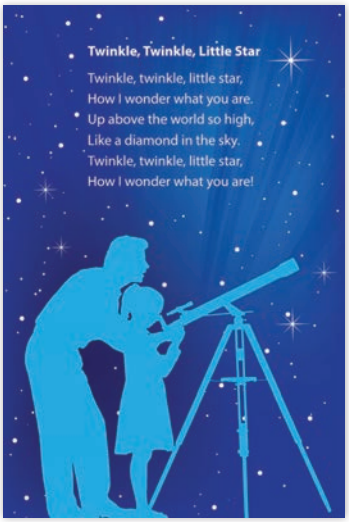
Materials Needed

*Twinkle, Twinkle, Little Star poster (from Week 4)

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided



BEGIN: [*Display the Twinkle, Twinkle, Little Star poster as you recite the "Twinkle, Twinkle, Little Star" nursery rhyme for children. Clap for each rhyming word: star, are, high, sky. Then invite children to join you in reciting the rhyme.*]

Let's say the "Twinkle, Twinkle, Little Star" nursery rhyme together and clap once for each rhyming word.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*

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WEEK 5
DAY 3

Understanding Words *continued*

Language/ Literacy

- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

Source of Twinkle, Twinkle Little Star nursery rhyme: Taylor, J., Taylor, A., & C. S. Francis & Co. (1837). *Rhymes for the nursery*. New York; Boston: C. S. Francis and Company.

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WEEK 5

DAY 3

Working with Shapes

123 Mathematics

3-5 YEARS

Large Group

☑ Skill and Goal

Geometric and spatial knowledge

Children will represent different types of triangles.

Key Concepts

Review: Rectangle

Materials Needed

*Large rectangle cutout

*3 different types of triangle shape cutouts (used in Day 2)

White paper—1 per child

Pencils—1 per child

*Printables provided

BEGIN: Today we will look at rectangles and triangles again. Remember, a rectangle has four straight sides and four corners, and all of the corners look like the corners in a door.

[*Display a large rectangle cutout and compare the corners of the rectangle to the corners of a door. Describe how the corners of a door are similar to the corners of the rectangle.*]

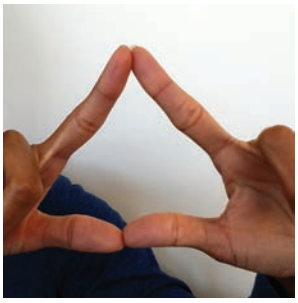
EXPLAIN: Now let's look at a triangle.

[*Display a large triangle cutout. Trace the sides with your finger.*]

ASK: How many straight sides does a triangle have? (three)

EXPLAIN: Triangles always have three straight sides and three corners. Let's make a triangle with our hands.

[*Demonstrate by connecting two thumbs on the bottom with pointer fingers forming the other two sides. See picture.*]



We know that the corners of a triangle can be different sizes.

[*Hold up the three different types of triangles used yesterday, one at a time. Compare the corners of the triangles to the corners children have made with their hands. Demonstrate how the corners of a triangle are different by comparing a corner that looks like the corner of a door to the corner of a triangle. With your finger, trace and describe the corners of the three different types of triangles to show the differences.*]

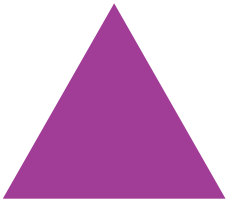


Today we will practice drawing triangles. Let's practice drawing a triangle with our fingers in the air.

[*Encourage children to use their finger to draw a triangle in the air. Demonstrate with large hand/finger motion.*]



I will put three different types of triangles on the board where we can see them. When we draw triangles, we need to remember how many sides they have and how many corners. Remember, the corners of a triangle can be different sizes.



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Working with Shapes *continued*

ACT: [*Give each child a white piece of paper and pencil. Invite him/her to practice making different types of triangles. Observe and help as needed. Ask children to describe their triangles when they have finished.*]

RECAP: Today we practiced drawing different types of triangles with our fingers and on paper. We know that a triangle has three sides and three corners. Let's hold up three fingers!

Scaffolding Tips

Extra support ■ Some children may benefit from having copies of several different types of triangles on the table where they draw their own triangle. ■ As children draw their triangles, guide their hands as they draw, if necessary. Use hand-over-hand to help, as appropriate.

Enrichment ■ Invite children to draw rectangles and squares in addition to triangles.

123 Center Activity

Provide a drawn design or pre-made pattern mat that includes circles, squares, rectangles, and triangles. Invite children to match shapes (pattern blocks) to the outlines of each shape. As children match the shapes, ask them to name the shapes.

Family Child Care

Give children additional experience with different kinds of triangles by inviting children to sort different triangle cutouts. Provide preschool-age children with cutouts of the three different kinds of triangles used in the activity and encourage them to sort the triangles into groups that are the same. Invite school-age children to explore triangles while making a simple paper airplane. Encourage children to point out the different-sized triangles as they fold the paper into an airplane.

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WEEK 5

DAY 3

Getting Along With Others

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand steps to take in solving a problem.

Key Concepts

New: Problem
Solution
Fair

Review: Self-control

Materials Needed

*Solving a Problem poster

Also Promotes

Self-Regulation

*Printables provided

Optional Reading

Talk and Work It Out by Cheri J. Meiners

BEGIN: Let's talk about problems we might have.

We can have problems with most anything. I could have a problem if I wanted to play with a toy that someone else was playing with. I might have a problem if I worked really hard on a picture, and then someone put big marks on it. I might have a problem if I made a tall tower with blocks and someone knocked it over.

ASK: Have you ever had a problem? What was your problem about?

EXPLAIN: A **problem** is something that we are having difficulty with or having a hard time with. There are many kinds of problems.

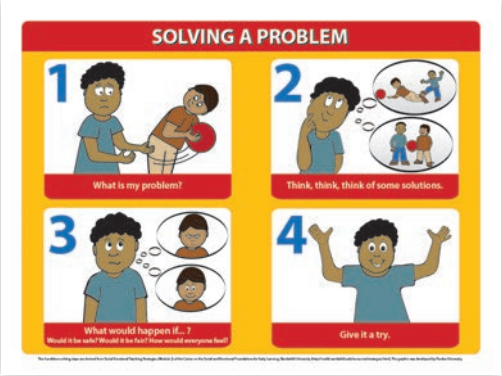
[*Display provided Solving a Problem poster. Point to text and pictures as you describe them.*]

We can do things to solve a problem. Our poster will help us think about some ways to solve a problem.

First we have to decide what our problem is. Our poster says, "What is my problem?" Look at the child on the poster.

ASK: [*Point to first box on the poster.*]

- What is the child's problem? (someone took toy away)
- Let's pretend someone took your toy. What is your problem? (your toy is gone)



EXPLAIN: The next thing we do is think about some solutions.

Our poster says, "Think, think, think of some solutions." Something that helps us solve a problem is called a **solution**.

Let's look at the solutions the child on the poster is thinking about. Remember, the child shown on our poster has a problem because someone took the ball the child was playing with.

ASK: [*Point to each solution in second box as it is discussed.*]

- What solution do you think the child is thinking about in this picture? (getting angry)
- What solution do you think the child is thinking about in this picture? (sharing)

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WEEK 5
DAY 3

Getting Along With Others *continued*

Social-Emotional

EXPLAIN: The child on our poster is thinking about two different ways to solve a problem. The child needs to decide which solution is best. Our poster asks, "What would happen if. . . ."

We can think about whether a solution would be safe. A solution should not hurt anyone or anything we play with.

We can think about whether a solution would be fair. **Fair** means everyone gets a chance to do something. It was not fair for someone to take the toy the child was playing with in our poster. The child did not have a chance to play with the ball when it was taken away.

ASK: Would it be fair for the child in our poster to never let anyone else play with the ball? (no) Why not? (everyone should have a chance to play with the ball)

EXPLAIN: The child in our poster is thinking about getting angry. Let's talk about what might happen if the child got angry.

ASK: [*Point to each picture as it is discussed.*]

Do you think it would be safe for the child to get angry at the child who took away the ball? (no) Why not? (someone might get hurt or feel bad)

EXPLAIN: The child in our poster is also thinking about sharing the ball that was taken from him.

ASK: Do you think it would be fair for the children to share the ball? (yes) Why would it be fair to share the ball? (everyone gets a chance to play with the ball)

EXPLAIN: Earlier this week we learned how self-control helps us do the right thing. Remember, when we have self-control we think about things before we do anything. We are using self-control when we think about what might happen if we use our solutions.

The last thing we do in solving a problem is to try out our solution. Our poster says, "Give it a try!" The children shown in our poster can try sharing the ball.

RECAP: Today we learned that a problem is something we are having difficulty or a hard time with. There are many kinds of problems. We learned some things to do that can help us solve a problem.

[*Briefly review the steps on the poster.*]

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WEEK 5

DAY 3

Getting Along With Others *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ As children discuss solutions that would be fair and safe, help by demonstrating the solution, if necessary. Example: Children may want to solve the problem by taking back the toy. Demonstrate this solution with another adult and ask the other adult how he/she feels after the toy was taken from him/her.

Enrichment ■ After describing the two solutions the child in the poster is considering, ask children if there are other solutions the child could think about. ■ Ask children to describe problems they've previously had and how they solved them.

Center Activity

Invite several children to use people figures to act out the scenario described in the main activity. Provide the *Solving a Problem poster as a reminder to children about the sequence of what happened.

*Printables provided

Family Child Care

Encourage children in your setting to use dolls or people figures to practice the steps on the *Solving a Problem poster. Invite school-age children to read through each step on the poster as preschool-age children show what to do with the dolls or people figures.

*Printables provided

The Solving a Problem poster is informed by the "Problem Solving Steps" described in the following source: Center on the Social and Emotional Foundations for Early Learning (2013) Promoting the Social Emotional Competence of Young Children Module 2: Social Emotional Teaching Strategies. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2

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WEEK 5

DAY 3

Creating Art

Creative Expression

3-5 YEARS

Be Prepared: Today's activity involves a book reading followed by children using paint and paintbrushes to make dots as art. If time and/or paint supplies are limited, offer the painting segment at a different time and/or form smaller groups of children for taking turns with the painting.

Large Group

Skill and Goal

Skills that support creative expression

Children will understand that they can be artists who create art.

Key Concepts

Review: Artist

Materials Needed

The Dot by Peter H. Reynolds

Paper

Paintbrushes

Paint

Also Promotes

Language/Literacy

Physical/Health

BEGIN: We are learning about different types of art. Today we are going to learn how we can create art. We can be artists! Remember, an artist is a person who creates art, music, drama, or dance.

[*Display book cover.*]



Let's look at the cover of this book.

ASK: What do you think this book might be about?

EXPLAIN: Our book is called *The Dot*. The author and illustrator of our book is Peter Reynolds. This story happens in a classroom that has an art class. We have a time for art in our classroom, too.

ACT: [*Read the book text and use your own words to describe illustrations.*

At the conclusion of the book reading, use questions, such as the following, to help children recall some information:

- *At the beginning of our book, Vashti told her teacher that she cannot draw. What did her teacher do? (asked Vashti to make a mark on a piece of paper and then sign the paper)*
- *What did the teacher do with Vashti's art? (put a frame around it and placed it on the wall)*
- *Vashti came to art class and saw her picture hanging on the wall in a golden frame. What did Vashti start to do next? (she created a lot of art with dots)*
- *What happened to all of the art work that Vashti created? (was hung in the school art show)*]

Now let's be artists and create art with dots just like Vashti!

[*Provide paper, paintbrushes, and paint. You may also wish to provide cotton swabs and/or bingo markers for children to use in creating a painting with dots.*

Draw attention to differences in children's paintings. Example: "Pau is creating a painting with lots of little dots. Gavin is painting one big dot with lots of colors!"]

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WEEK 5
DAY 3

Creating Art *continued*

Creative Expression

RECAP: We learned today that we can be an artist who creates art. Vashti used simple dots to make her art. We made art with dots, too! Each of our pictures of dots looked different. Artists can create whatever they want to create.

Scaffolding Tips

Extra support ■ Some children may be unfamiliar with the word "gazing" (used in the book). Explain that "gazing" means looking. ■ Offer comments and questions that help children understand they can be artists. Examples: "Did Vashti need a lot of practice to put a dot on the paper?" "Did you have a lot of practice in putting a dot on a paper?" "Is Vashti an artist?" "Are you an artist?"

Enrichment ■ Encourage children to describe their work. Example: "What can you tell me about the dots in your painting, Kadrick?"

Center Activity

Extend the dot-making activity to the art center so children have more opportunity to create art. Encourage children to look at and describe differences in dot paintings and in children's paintings posted in your classroom.

Family Child Care

Encourage both preschool-age and school-age children in your setting to create an art show based on their paintings and drawings. Invite families to the art show.

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WEEK 5

DAY 4

Understanding Sounds

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will identify rhyming and non-rhyming words.

Key Concepts

Review: Rhyme

Materials Needed

*Picture cards (see Be Prepared)

Flannel board

*Printables provided

Be Prepared: Select the picture cards listed below. For easier use of the cards with children, glue a piece of Velcro® or felt to the back of each for placing on a flannel board. Use the following sets of picture cards:

book-hook	bow-snow	duck-truck
hand-sand	jet-pet	lake-rake
mouse-house	rain-train	sad-mad
sun-run	ring-swing	pool-school

BEGIN: Let's say our nursery rhyme "Twinkle, Twinkle, Little Star" together. This time let's say the rhyming words louder than the other words.

[*Lead children in reciting "Twinkle, Twinkle, Little Star" in unison, encouraging children to use a louder voice for rhyming words.*]

We are learning about words that rhyme. What do we know about words that rhyme? (they sound alike at the end)

EXPLAIN: [*Display flannel board.*]

Today we are going to find words that rhyme. We will place our rhyming picture cards on our flannel board.

ACT: [*Place the cards "book," "hook," and "mouse" on the flannel board.*]


book


hook


mouse

We have the words "book," "hook," and "mouse" on our flannel board. Let's say those words together as I point to them.

[*Lead children in saying the three words aloud. Enunciate each word clearly.*]

- Which two words rhyme?
- How do we know?
- Which word does not rhyme?
- Why does the word not rhyme?

I will put our "book" and "hook" cards next to each other on our flannel board. The words "book" and "hook" rhyme. I will put the "mouse" card at the bottom of our flannel board. The word "mouse" does not rhyme with "book" and "hook."

Now let's say together our rhyming words as I point to them.

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Understanding Sounds *continued*

Let's try another set of cards.

[*Remove the "mouse," "book," and "hook" cards from the flannel board. Place the cards "jet," "hand," and "pet" on the flannel board.*]



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We have the words "jet," "hand," and "pet" on our flannel board. Let's say those words together as I point to them.

[*Lead children in saying the three words aloud. Enunciate each word clearly.*]



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- Which two words rhyme?
- How do we know?
- Which word does not rhyme?
- Why does it not rhyme?



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I will put our "jet" and "pet" cards next to each other on our flannel board. The words "jet" and "pet" rhyme. I will put the "hand" card at the bottom of our flannel board. The word "hand" does not rhyme with "jet" and "pet."

Now let's say together our rhyming words as I point to them.

[*Remove the "hand," "jet," and "pet" cards from the flannel board. Continue placing sets of two rhyming words with an additional word that does not rhyme on the flannel board. Use the following sets of cards together as long as time and children's interest allow:*

sun-run-lake
swing-rain-train
pool-bow-school
duck-truck-house

Encourage children to determine which two words rhyme and which word does not rhyme.]

RECAP: Today we looked at three words and decided which words rhymed and which word did not rhyme. How do we know if words rhyme with each other? (they sound alike at the end)

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WEEK 5

DAY 4

Understanding Sounds *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Display the Twinkle, Twinkle, Little Star poster if it seems children would benefit from a visual reminder of the nursery rhyme. ■ Offer a demonstration when you ask children to say the rhyming words in "Twinkle, Twinkle, Little Star" louder than the words.

Enrichment ■ Ask children to think of another word that rhymes with a pair of words on the chart. ■ Ask children to think of another word that does not rhyme with a pair of words in the chart. Example: "We have jet and pet on our chart. They rhyme. Can you think of another word that does not rhyme with jet and pet?"

Center Activity

Provide *picture cards from today's activity and flannel board. Encourage children to match cards that rhyme.

*Printables provided

Family Child Care

Prepare a rhyming lunch or snack. Include food items that rhyme. Examples: cheese and peas, chip and dip, potato and tomato, bean and tangerine, rice and ice (in drink), baloney and macaroni, cherry and berry, ravioli and guacamole, ham and yam, enchilada and tostada. Emphasize the rhymes as you serve the food and children enjoy their lunch or snack.

The rhyming activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

Source of Twinkle, Twinkle Little Star nursery rhyme: Taylor, J., Taylor, A., & C. S. Francis & Co. (1837). *Rhymes for the nursery*. New York; Boston: C. S. Francis and Company.

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WEEK 5

DAY 4

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will describe attributes of rectangles, triangles, circles, and squares.

Key Concepts

Review: Rectangle

Materials Needed

*Medium shape cutouts (3 circles, 3 squares, 3 triangles, and 3 rectangles)

12 paper bags

*Printables provided

Be Prepared: Place one shape in each of 12 paper bags.

BEGIN: We are learning about rectangles and triangles. We know that rectangles have four straight sides and their corners always look like the corners of a door. We also know that triangles have three straight sides and can have corners that are different sizes. How many corners do triangles have? (three)

EXPLAIN: Today we will do a shape activity. I have several paper bags. Each bag contains a different shape. The shape may be a triangle, rectangle, circle, or square.

[*Display and point to each of the four shapes as you say its name.*]

Each of us will have a chance to feel the shape in one of the bags and describe what we feel.

When you describe the shape, tell us about its sides and corners. You can tell us how many sides it has and if the sides are straight or curved. You can also tell us how many corners it has and if the corners are like the corners of a door.

I will do the first one to show you how.



ACT: [*Demonstrate by placing your hand inside a bag that contains a rectangle. Describe the rectangle as you feel it. Do not take the shape out of the bag until after children attempt to identify it.*]

This shape has four corners that feel like the corners of a door and four straight sides. Two of the sides are long and two of the sides are short.

What shape is in the bag? How do you know?

Now we will take turns describing a shape in one of the bags!

[*Begin the activity by inviting children, one at a time, to describe the shape in one of the bags. Begin with several different types of rectangles and triangles. Invite other children to guess the shape being described. As you continue, introduce bags that contain circles and squares. Continue as long as time allows, making sure each child gets at least one turn to describe a shape.*]

RECAP: Today each of us described a shape in a bag and the rest of the group tried to guess the shape in the bag. We described triangles, rectangles, circles, and squares.

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Working with Shapes *continued*

Scaffolding Tips

Extra support ■ As children describe each shape, help by giving hints if necessary. Examples: "How many sides does it have?" "How many corners does it have?" ■ If children seem unfamiliar with different shape characteristics, simplify the game by inviting children to take the shape out of the bag and to describe it while holding and feeling it. An additional option is to limit the number of shapes explored by children.

Enrichment ■ Encourage children to describe more difficult shapes, such as an oval or rhombus.

123 Center Activity

Provide children with books about shapes and encourage them to find different shapes in the books. As children find shapes, ask them to describe each shape.

Family Child Care

Encourage all children in your setting to learn more about shapes by playing *Simon Says* with shapes. Provide a set of shape cutouts for each child; circle, square, triangle, and rectangle. Invite children to place their set of four shapes in front of them. Play *Simon Says* as you ask children to pick up a shape that has certain characteristics. Example: "Simon says pick up the shape with three straight sides and wave it in the air." Then, encourage children to name the shape. Invite school-age children to help describe which shapes preschool-age children should pick up.

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WEEK 5

DAY 4

Respecting Our Differences

Social Studies

3-5 YEARS

Be Prepared: Children may describe a range of different family forms and lifestyles. It is important for staff to react in nonjudgmental and supportive ways to each child's family description. Please take extra care to monitor nonverbal as well as verbal responses if a child describes a family situation that seems challenging.

Large Group

Skill and Goal

Family differences

Children will understand the concept of family.

Key Concepts

New: Family

Review: Unique

Materials Needed

Families, Families, Families! by Suzanne Lang & Max Lang

Also Promotes

Language/Literacy

Revised: 12/1/2025

BEGIN: We learned a lot about ourselves in the last three weeks. We know each of us is unique. This week we will learn about how our families are also unique. Do you remember what unique means? (there is no other person just like you)

EXPLAIN: Each of our families is unique. Some of us have brothers and sisters, and some of us do not. We may live with our parents, grandparents, or someone else in our family. A **family** is a group of people. Some of our family members may live far away and some may live near us or with us.

ASK: Who are some people in your family?

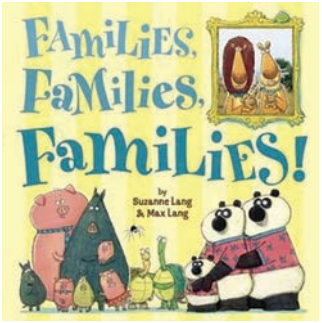
EXPLAIN: Let's pretend we are popcorn when I describe some people who may be in your family. Remember, popcorn pops when it is being made. We can pretend we are popcorn by popping up (standing up) when I ask about people who may be in your family.

ACT: [*Invite children to pop up after you name the following family members that may be in their family. Ask children to sit down after you have commented on the number of children who have each kind of family member in their family.*]

- Pop up if you have a brother or sister.
- Pop up if there is a baby in your family.
- Pop up if your grandma lives with you or comes to visit.

EXPLAIN: Our families are the same and different too. No two families are alike.

We are going to read a book about families. It is called *Families, Families, Families!* The book tells us about the many different people who can be in a family. The authors of this book are Suzanne and Max Lang.



ACT: [*Describe illustrations as you read the book. Pause to talk about pages that seem confusing to children.*]

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WEEK 5
DAY 4

Respecting Our Differences
continued

Social Studies

RECAP: Today we talked about our families. Some of our family members live with us and some live near or far away. We also read a book about families. Our families can be the same and different but no two families are exactly alike!

Scaffolding Tips

Extra support ■ If pop up is not an easy and enjoyable activity for children, use an alternative way for children to respond to your question (such as hold up hand). ■ As children share information about families, remind the other children of how to be a good listener. (look at person talking, listen quietly, waiting your turn)

Enrichment ■ Ask children to name the people in their family.

Center Activity

Provide the book used in today's activity. Encourage children to discuss how the families in the book are the same and different. As children share how the families are the same and different, ask them how the families in the book are the same or different from their own families.

Family Child Care

Encourage children in your setting to share more about their families by playing a game. Arrange preschool-age and school-age children in a circle. Invite each child, one at a time, to finish the sentence "My family is _____." After each child has finished the sentence, encourage children to go around the circle again and finish a different sentence. Examples: "My family likes _____." "My family has _____." My family wears _____." School-age children may enjoy acting out some of the family descriptions. Example: If a child finishes the sentence "My family likes _____" with "to go fishing" invite the child to pretend to go fishing with his/her family.

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WEEK 5

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills for walking and marching.

Key Concepts

New: Forward
Backward

Materials Needed

Masking tape or similar tape

Also Promotes

Self-Regulation

Mathematics

Be Prepared: Tape two lines on the floor in the activity space: one straight line and one line that is in a curve (approximately a half circle; see picture). Arrange for another adult (or select a volunteer child) to lead the activity so you can monitor and guide children. It is not necessary for children to walk or march in unison. Consider offering this activity outdoors, weather permitting, if inside space is limited. Omit the curve and/or walking backwards if you anticipate one or both of these aspects of the activity will be too challenging for children.



BEGIN: [*March in place.*]

ASK: What am I doing? (marching)

EXPLAIN: Last week we practiced walking and marching. We paid attention to how our bodies move when we walk and march. Today we are going to walk and march in different directions.

Please look at the lines taped to the floor in our activity space. We will use the lines for walking and marching today.

ASK: How are the lines on the floor today different than the lines we used last week for walking and marching? (one line is not straight)

EXPLAIN: [*Point to lines as you describe each.*]

One line is straight, just like last week's line. One line is a curve. The curve is like part of a circle.

Let's practice walking on the straight line and then on the line that has a curve.

Last week we focused on how our bodies move when we walk and march. Today let's also focus on following the lines on the floor. We will follow a leader. We will not use our "start" and "stop" signals today because each of us will be starting and stopping at a different time.

ACT: [*Demonstrate and describe the path. Start walking on the straight line and then walk on the curved line. Designate an area for children to gather after they finish walking on the curved line. Encourage children to walk directly from the straight line to the curved line (not stop).*

Invite a volunteer child with solid walking and marching skills to be the leader or arrange for an adult to be the leader, so you can monitor and guide children in the activity.

Invite children to start walking on the straight line in follow-the-leader fashion. Provide guidance as necessary. Remind children to pay attention to the line and to how their bodies are moving, and to keep a safe distance from the person in front of them.]

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WEEK 5
DAY 4

Moving Our Bodies *continued*

Physical/ Health

EXPLAIN: Now let's do our walking differently. This time we will start walking on the curved line and then walk on the straight line.

ACT: [*Demonstrate and describe the reverse path. Then invite children to start walking on the curved line in follow-the-leader fashion. Provide guidance as necessary. Remind children to pay attention to the line and to how their bodies are moving, and to keep a safe distance from the person in front of them.*]

ASK: We need to pay attention to a line when we walk on it.

- Was it harder to focus on the straight line or on the curved line?
- Why?

EXPLAIN: Let's move on our lines again. This time we will march. First we will start marching on the straight line and move to the curved line. Then we will start marching on the curved line and move to the straight line.

ACT: [*Demonstrate marching as a reminder, if necessary. Invite children to start marching, using a follow-the-leader arrangement. Provide guidance as necessary. Designate an area for children to gather when they complete the curved line. Children may need to wait there briefly (maybe marching in place) until the curved line is empty.*]

ASK:

- Was it easier to follow the lines when you walked or when you marched?
- Why?
- What might happen if we do not pay attention to the person in front of us when we follow a line? (bump into the person)
- Think about the word "forward." How do we move our body if we want to walk forward?

EXPLAIN: We move toward what is in front of us when we walk **forward**.

[*Lead children in taking several steps forward.*]

ASK: Now think about the word "backward." How do we move our body if we want to walk backward?

EXPLAIN: We move toward what is behind us when we walk **backward**.

[*Lead children in taking several steps backward.*]

ASK:

- Is it easier to walk forward or to walk backward? (forward)
- Why? (because we can see where we are going; we are not used to walking backward)
- What would happen if we did not pay attention to what is behind us when we walk backward? (bump into someone)

EXPLAIN: We need to look over our shoulder when we walk backward.

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Moving Our Bodies *continued*

Physical/ Health

[*Demonstrate and then lead children in looking over their shoulder.*]

RECAP: We practiced walking and marching on a straight line and a curved line. We are learning to pay close attention to a line and to the people around us when we follow a line. We also moved forward and backward. We are practicing different ways to move.

Scaffolding Tips

Extra support ■ Describe "front" and "behind" if children seem uncertain about these concepts. ■ It may be helpful to hold the hand of a child who is having difficulty regulating his/her body while walking or marching. ■ A demonstration of putting one foot behind the other foot may be helpful in introducing backward movement.

Enrichment ■ As a follow-up activity, children may want to use slower or faster speeds in walking and marching along the lines.

Center Activity

For outside play, encourage children to walk or march forward on safe, naturally occurring lines, such as lines on a sidewalk or the edge between grass and cushioned surface.

Family Child Care

Invite a school-age child in your setting to be the leader of walking and marching activities.

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WEEK 5

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: Gather the following three pairs of items: bell and shell, hat and toy pear, toy car and jar. This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Phonological awareness

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify rhyming words.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

Items that rhyme (see Be Prepared)

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

BEGIN: I am going to hold up two items and say each item's name. Tell us if the names of these items rhyme.

[*Display the following pairs of items, one pair at a time: a bell and shell, hat and pear, and car and jar. Engage children in a brief discussion (reminder) of why the word pairs rhyme or do not rhyme.*]

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 5

DAY 5

Working with Shapes

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will deepen their understanding of attributes of a circle, square, triangle, and rectangle.

Key Concepts

Review: Rectangle

Materials Needed

Blocks—2 per child

Paper bag containing one shape cutout

Optional Reading

Shapes, Shapes, Shapes by Tona Hoban—*This is a wordless picture book. Invite children to find the shapes in each picture. Ask: "How do you know it is a circle/square/triangle/rectangle?"*

BEGIN: This week we learned more about shapes. We learned that a rectangle has four straight sides and four corners that always look like the corners of a door.

- How many sides does a triangle have?
- How many corners does a triangle have?

EXPLAIN: This week we also learned about triangles and rectangles.

ASK:
- Where is there a triangle in our classroom?
- How about a rectangle?

[*Allow time for children to find each shape in the room.*]

EXPLAIN: We are also learning about the corners in shapes.

ASK: Does a rectangle have corners that look like the corners in a door? (yes)

ACT: Let's make a corner that can be found in a square or rectangle with these blocks.

[*Provide each child with two blocks. Encourage children to make a corner that can be found in a square or rectangle. Demonstrate first, if necessary.*]

Now let's make a triangle with our hands. The corners in a triangle can be different sizes.

ASK: Does a circle have corners? (no)

EXPLAIN: Yesterday we described shapes that were in a bag. We described the sides and corners of the shapes. I have a shape in this bag and I am going to describe it. Let's see if we can guess the shape!

[*Describe the shape placed in the bag.*]

ASK:
- Which shape is in the bag?
- How do you know?

ACT: Now we are going to have some fun making shapes with our bodies. We will get into groups of four to make our shapes.

Let's show a group of four on our fingers.

[*Divide children into groups of four. Demonstrate with a group before you begin. As you name a shape, encourage children to lie on the floor and make the shape. When*



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Working with Shapes *continued*

you ask the children to make a triangle, invite the fourth child to point to the triangle and say its name. Try this with all four shapes children have learned.

Take pictures of children as they complete each shape. Display pictures in the room with labels.]

RECAP: Today we talked about what we are learning about shapes. We even made shapes with our bodies. Shapes are fun!

Scaffolding Tips

Extra support ■ As children make the shapes with their bodies, hold up the shape mentioned for them to use as a reference.

Enrichment ■ Before children make each shape, ask how many children are needed to make the shape. Are four children needed to make a triangle? Why or why not?

123 Center Activity

Provide various lengths of yarn. Tape the outline of a circle, square, triangle, and rectangle to a table or the floor with masking tape. Invite children to use the yarn to "trace" the outline of each shape.

Family Child Care

Play a game of *Hide the Shapes* with all children in your setting. Invite school-age children to hide several cutouts of each of the four shapes. Then encourage preschool-age children to each find one shape and bring it back to a central location. Once all children have returned, invite them to name and describe their shape.

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WEEK 5

DAY 5

Respecting Our Differences

Social Studies

3-5 YEARS

Small Group

Skill and Goal

Family differences

Children will understand that they like to do unique things with their family or someone in their family.

Key Concepts

Review: Family

Materials Needed

Ball

Also Promotes

Self-Regulation

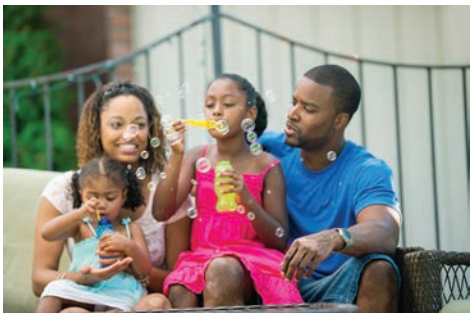
Optional Reading

The Family Book by Todd Parr

Revised: 12/1/2025

Be Prepared: Children's ideas about things they like to do with their families will be used again in Week 6. As children describe something they like to do with their family, take notes for use in Week 6.

BEGIN: We are learning that each family is unique. Remember, a family is a group of people. There is no other family like your family.



EXPLAIN: Being with our family can be fun.

I have a ball that we will use as we talk about something we like to do with our family. Playing with a ball is something that some people like to do with their family. We will each get a turn to say something we like to do with our family or someone in our family. Maybe you will say, "We like to go to the park!" or "I like to read a book with my grandpa."



Paul Hamilton/flickr/(CC BY-SA 2.0)

Let's find out if each of us has different things we like to do with our families or someone in our families.

ACT: [*Encourage children to stand one at a time as they hold the ball and describe something they like to do with their family or a family member. It is okay if some children do not wish to share. You could say, "Maybe you'll want to tell us later about something you like to do with your family."*]

RECAP: Today we held a ball as we described something we like to do with our family or someone in our family. Do we all like to do the same things? We do different things because we are unique and our families are unique.

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WEEK 5
DAY 5

Respecting Our Differences
continued

Social Studies

Scaffolding Tips

Extra support ■ As children think of something they like to do with their family, give hints if necessary. Example: "Is there something you like to do with your family on the weekend?" ■ Encourage children to offer one fun activity only by drawing attention to the number of children and time. Example: "Maybe there will be time later to learn about your other fun thing. Right now we have time to hear about one fun thing from each of us." ■ If some children show reluctance to give up the ball, explain that everyone should have a chance to hold the ball and tell about his/her family. Also, indicate that balls will be available to play with during outdoor time.

Enrichment ■ If time permits, ask children if there is something they would like to do with their family or someone in their family that they haven't been able to do.

Center Activity

Provide puppets or toy people. Encourage children to act out (taking turns) the fun thing they like to do with their family that was shared during today's activity.

Family Child Care

Encourage preschool-age children to use puppets to act out a family adventure. Example: A child may wish to use puppets to act out a pretend or actual vacation to an amusement park. School-age children may enjoy working on a family tree. Ask parents to provide a picture of each family member and help children use the pictures to make a family tree.

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WEEK 5

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will strengthen their visual skills for walking and marching.

Key Concepts

New: Next to

Materials Needed

Masking tape or similar tape

Item for signals

Also Promotes

Self-Regulation

Be Prepared: Tape lines on the floor of the activity space in the same manner used on Day 4 of this week. Consider offering this activity outdoors, weather permitting, if inside space is limited. Omit the curve if you anticipate this aspect of the activity will be too challenging for children. Also, omit walking in front and in back of someone if you anticipate this part of the activity will be too challenging.



BEGIN: We are learning how to pay attention to different things when we move our bodies. We pay attention to how we move our feet, legs, knees, and arms.

ASK:

- Do parts of our body move the same way when we walk and when we march? (no)

  [*Children may wish to offer a demonstration as part of responding to the following questions:*]
- How do our legs and arms move when we march?
- How do our legs and arms move when we walk?

EXPLAIN: There are other things we pay attention to when we move our bodies. We look over our shoulder if we are walking backwards. If we are following a line when we walk or march, we need to pay attention to where the line is going.

ASK: What do we need to pay attention to when we walk or march along a line with other people? (the person in front of us and other people around us, so we do not bump into others)

EXPLAIN: Today we will practice paying attention to other people when we walk and march. We will have a partner.

ACT: [*Assign each child a partner. If there is an odd number of children in attendance, pair a child with an adult. Space out children on the perimeter of one side of your activity space so all children can watch the demonstrations described below.*

Invite one pair of children to demonstrate standing side by side. Use their first names; Child A and Child B designations are for clarification purposes only.]

EXPLAIN: Let's talk about standing next to someone. Please look at (Child A) and (Child B).

One way to be **next to** someone is to be by his/her side. (Child A) and (Child B) are standing side by side.

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Moving Our Bodies *continued*

ACT: [*Help the volunteer pair to do a 180-degree turn while staying in approximately the same personal space.*]

EXPLAIN: We can turn around and still be next to someone. (Child A) and (Child B) just turned around. They are still next to each other.

Please stand by the side of your partner. We will walk around our activity space as partners.

We want to walk next to (side-by-side with) our partner. We want to pay attention to our partner while we walk. We do not want to get ahead of our partner. We do not want to get behind our partner.

We also want to pay attention to the people in front of us. We do not want to bump into the people in front of us while we walk.

There is a lot for us to watch! Let's try it. We will walk like we normally walk. We do not need to take steps or move our legs at the same time our partner does. But we want to try to stay beside our partner (not get ahead or get behind).

Listen carefully for our "start" signal. We will walk around our activity space until we hear the "stop" signal.

ACT: [*Offer a "start" signal and guide children in walking in pairs around the perimeter of your activity space. Provide a follow-the-leader pair if necessary. Encourage children to watch the pair in front of them and their own partner so they walk side by side.*

At the point children seem accustomed to the arrangement, offer a "stop" signal. Ask children to turn around (180 degrees). Point out that children are still with a partner but now a different partner is on the outside and the other partner is on the inside. Offer a "start" signal for children to walk in the opposite direction with their partner. Offer a "stop" signal at the point children seem accustomed to the reverse arrangement.]

EXPLAIN: We just practiced walking side by side with a partner. We are next to a partner.

ASK: Do you think we can march with a partner?

ACT: Let's try.

[*Repeat the above activity, including the reverse in direction, with children marching at a reasonable pace. Use "start" and "stop" signals. Encourage children to watch their partner, so they do not get ahead or behind, and to watch the people in front of them so they do not bump into others. It is not necessary for children to march in unison.*]

ASK: [*At the conclusion of marching, with children standing in their original pairs:*]

- Was it harder to walk next to someone or to march next to someone?
- Why?

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Moving Our Bodies *continued*

[*Encourage children to talk about the ease or difficulty of not getting ahead or behind their partner, and not walking too close to the pair in front of them.*]

EXPLAIN: Let's try something a little different. Let's use another way to walk next to someone.

ACT: [*Invite one pair of volunteer children to demonstrate the following:*]

Another way to be next to someone is for one person to be in front and the other person to be in back. Look, (Child A) is in front of (Child B). (Child B) is in back of (Child A).

[*Help the volunteer pair to do a 180-degree turn while staying in approximately the same space.*]

We can turn around and still be next to someone. (Child A) and (Child B) just turned around. They are still next to each other. But now (Child B) is in front of (Child A). (Child A) is in back of (Child B).

Let's walk around our activity space with our partner again. This time, one person will walk in front and the other person will walk in back. We need to watch the person in front of us so we do not get too close and bump into someone. Listen carefully for our signals.

[*Offer a "start" signal. As each pair starts walking, you may want to help create some distance between pairs so a long line does not form as children walk behind (in front of) their partner.*

At the point children seem accustomed to the arrangement, offer a "stop" signal. Ask children to turn around (180 degrees). Point out that children are still with a partner, but now a different partner is in front (and the other partner is in back). Offer a "start" signal for children to walk in the opposite direction with their partner. Offer a "stop" signal at the point children seem accustomed to the reverse arrangement.]

ASK:
- Is it easier to walk side by side or with one person in front and the other person in back?
- Why?

EXPLAIN: [*Offer the following variation if time and child interest permit:*]

Let's add one more thing to watch while walking with our partner. We will follow our lines while we walk with our partner. This time the line will be between you and your partner. Remember, yesterday we followed a line by trying to walk on the line. Today we will walk with our partner with the line between the two of us.

ACT: [*Invite a volunteer pair to stand with the line between each partner. Describe how the line is between the pair.*]

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WEEK 5
DAY 5

Moving Our Bodies *continued*

Physical/ Health

EXPLAIN: We will walk our lines like we did yesterday. First we will follow the straight line. Then we will follow the curved line. Yesterday we walked alone. Today we will walk with a partner. We need to watch our partner to make sure we walk together. We also need to watch the line so we know where the line is going. Please work hard to keep the line between you and your partner, and not put your feet on the line as you walk. We will not use our "start" and "stop" signals because we will start and stop walking at different times.

ACT: [*Invite children to walk the straight line and then the curved line, using the Day 4 arrangement. If time permits and children remain engaged, invite children to reverse the direction of walking in pairs along the line.*]

RECAP: We practiced moving our bodies next to a partner. We moved around our activity space with a partner in different ways. We also followed our lines by walking with a partner. Following lines next to a partner is different than following a line by ourself. Which way is harder to do?

Scaffolding Tips

Extra support ■ After children are in pairs, ask each child to say the name of his/her partner. ■ Children may benefit from a demonstration of getting ahead and getting behind a partner while walking side by side. ■ Encourage children to hold hands if walking next to someone is difficult. Some children may wish to participate independently. ■ If children experience difficulty working with a partner, ask a classroom adult to walk with the pair to provide guidance.

Enrichment ■ Add another dimension to movement with a partner by inviting children to walk (or march) slowly and then faster. Encourage children to carefully watch their partner to make sure they do not get ahead or behind. Again, walking or marching in unison is not necessary.

Center Activity

For outside play, place additional lines (tape or chalk) in the activity area of the playground. Make the lines longer than the lines used in the classroom so children have experience moving with a partner for a longer distance.

Family Child Care

Invite a school-age child in your setting to help place lines on the floor and serve as a leader with younger children.

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WEEK 6 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words and identifying rhyming words (Days 1, 3, 5)
- The alphabet is all the letters we use to write words (Day 2)
- How our names are the same and different (Day 2)
- Words are made of letters (Days 2, 4, 5)

Mathematics

Counting Things

- How to create groups of four or five items (Days 1, 5)
- How to identify quantities of up to five without counting (Days 2, 5)
- How to count groups of up to 10 items (Days 3, 5)
- How to identify which group of dots on dice has "more" or "fewer" (Days 4–5)

Self-Regulation

Using Self-Control

- Different ways to wait patiently (Day 1)
  - ❍ Sing or hum quietly
  - ❍ Say a rhyme to ourself
  - ❍ Play with a toy

Social-Emotional

Getting Along with Others

- Practicing different solutions for typical classroom problems (Days 2–3)
- Thinking about whether different solutions are safe and fair (Day 3)

Social Studies

Respecting Our Differences

- Things we like to do with our families at home or somewhere else (Day 4)
- Similarities and differences in the people and pets we have in our families (Day 5)

Creative Expression

Creating Art

- How artists use tools, such as a paintbrush, sponge, and straw to create art (Day 1)
- Different types of paper and canvas we can use to create art (Day 2)
- How to use a smock, easel, and stencil (Day 3)

Physical/ Health

Moving Our Bodies

- How to gallop (Days 4–5)
  - ❍ *Gallop and Get* game (Day 5)

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WEEK 6

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Phonological awareness

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

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Rhyme
Understand

Materials Needed

*Twinkle, Twinkle, Little Star poster (from Week 4)

Book of your choice for this week's repeated reading

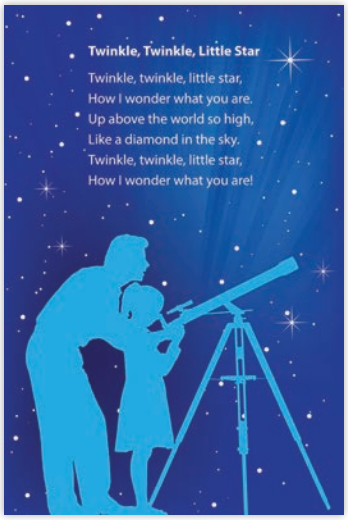
Chart paper

Marker

*Printables Provided

BEGIN: Let's say the "Twinkle, Twinkle, Little Star" nursery rhyme together. Remember, nursery rhymes help us learn about rhyming words. Let's raise one of our hands when we say a rhyming word.

[*Lead children in reciting "Twinkle, Twinkle, Little Star" in unison as you display the poster. Lead children in raising a hand when they say a rhyming word.*]



EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*

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Understanding Words *continued*

- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

Source of Twinkle, Twinkle Little Star nursery rhyme: Taylor, J., & Taylor, A. (1837). *Rhymes for the nursery*. New York: C. S. Francis and Company.

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WEEK 6

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Number knowledge

Children will create groups of four or five items that match an illustrated sample.

Key Concepts

New: Group of five

Review: Group of four

Materials Needed

Paper plates—1 per child

Approximately 60 squares and 60 triangles (pattern blocks)

Optional Reading

One Big Building
by Michael Dahl

Be Prepared: Prepare one paper plate per child with 4–5 squares or triangles drawn on each. Each plate should contain one kind of shape. All children in each small group will be working from one pile of shapes (both squares and triangles). Place the pile of shapes in the middle of the group of children.

BEGIN: [*Sing the "Five Fingers Song" introduced on Day 1 of Week 1.*]

How many fingers do you have on your hand? How do you know?

Five Fingers Song
(Sing to the tune of "The Wheels on the Bus")

I have five fingers on my hand,
on my hand, on my hand,
I have five fingers on my hand,
I will show you when I count.
1,2,3,4,5 fingers, five fingers, five fingers,
1,2,3,4,5 fingers, five fingers on my hand.

EXPLAIN: Today we will make groups of four or five items. A **group of five** has five things.

ASK: How many things does a group of four have? (four)

ACT: Let's show a group of three fingers on one of our hands. Now let's show a group of two fingers on our other hand. Now let's show a group of five fingers.

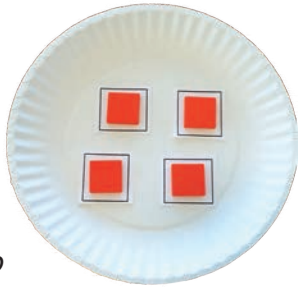
EXPLAIN: I will give each one of you a shape plate. On your shape plate there will be a group of four or five shapes. The shapes will be squares or triangles. Some of you may get a plate with four shapes, and some of you may get a plate with five shapes. We will have different kinds of plates. When you get your plate, please look at the shapes and tell us how many are in your group. Then we will find the same kind of shapes in our pile of shapes and match them to the shapes on our plates.

ACT: Let me show you first. I have a plate with four squares. I know this because when I look at four squares, I remember that it's four. I could also count the squares to find out. Let's count them together. 1, 2, 3, 4.

Now, I need to look through our pile of shapes to find a group of four shapes that match the shapes on my plate.

- I have four squares on my plate. What shape do I need to find in our pile of shapes? (squares)
- How many squares do I need? (four)

[*Look through the pile of shapes. As you look, describe for children the number of shapes you found and how many more shapes you need. Example: "I found two squares, but is that enough for my plate? No, I need four squares. I need to keep*



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Counting Things *continued*

looking. Here's another square! Now I have three. But that is still fewer than four. I need to look for another square. Here's one more square! Now do I have enough? Yes, I have four squares."]

After you've found your group, put the shapes on your plate. We will share when everyone is done.

[*Give each child a plate. Ask each child to say how many are in the group of shapes on his/her plate. Also ask what shape is on his/her plate. Observe and assist children as they look for their groups. If time permits after all children have finished, invite each child to tell the shape on his/her plate and how many shapes he/she found.*]

RECAP: Today we looked for groups of four and five shapes. We found the number of shapes that matched the group of shapes on our plate. We are learning a lot about numbers and shapes!

Scaffolding Tips

Extra support ■ Observe and help children as they make a group of five fingers, if needed. ■ If children have difficulty making groups up to five, give them a plate with a smaller number of shapes. ■ Another option is to use a plate that is divided into three sections. Ask children to put one shape in each of the three sections.

Enrichment ■ The activity can be made more challenging by providing plates with a mixed assortment of triangles and squares. Example: two triangles, three squares.

123 Center Activity

Provide *small dot cards 1–5. Place the cards in a basket. Ask children to pull out a card and determine the number of dots on the card. Ask children to clap or stomp as many times as the number they've chosen. Example: If a child chooses a card with five dots, the child would clap or stomp five times.

*Printables provided

Family Child Care

Invite children to pretend to visit the "Groups of four and five Restaurant." In the housekeeping area, encourage children to pretend to order food in groups of four and five. Example: "I would like four apples, please." Encourage children to take turns ordering and placing the orders on a plate. As preschool-age children take turns ordering and making groups of four and five, encourage school-age children to take turns ordering and making larger groups of food items.

The activity is informed by the following source: Clements, D. H., & Sarama, J. (2013). *Building blocks*. Columbus, OH: McGraw-Hill.

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WEEK 6

DAY 1

Using Self-Control

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand some different ways to wait patiently.

Key Concepts

Review: Patient

Materials Needed

Toy

2 dolls or stuffed animals

Optional Reading

Waiting Is Not Easy by Mo Willems

BEGIN: We are learning how to use self-control so we can make good choices. Today we will learn how to use self-control while we are waiting for something.

EXPLAIN: We do a lot of waiting in our classroom and with our families. We wait to take our turn to talk during circle time and in using things in our classroom. We wait while we are getting ready to go outside. We wait for our food to be ready at a restaurant.

ASK: It can be very hard to wait for something.

- Do you remember a time when it was hard to wait while taking a turn or waiting for something else?
- What was it like to wait?

EXPLAIN: It is important to be patient when we are waiting for something. Remember, when we are patient we wait our turn without getting upset and without complaining.

ASK:

- Would it be fair if we took a toy from someone instead of waiting our turn? How would the other person feel if we took away a toy?
- Would it be fair if we didn't want to wait our turn at the computer station and made another person leave before his/her turn was over? How would the other person feel if we made him/her leave early?
- Would it be fair for another person to start talking while we were talking during circle time?

EXPLAIN: None of these things would be fair. This is why we need to be patient while we wait. I want to tell you a story about someone who had a hard time waiting for something. Please raise your hand if you know about Cookie Monster.

ASK: What does Cookie Monster love to do? (eat cookies)

EXPLAIN: One time Cookie Monster had to wait for a cookie. It was very hard to wait because Cookie Monster loves cookies! Cookie Monster thought of some things that could help him wait.

ASK: Have you ever tried singing or humming while you are waiting your turn to play with a toy?

ACT: Cookie Monster found that singing or humming was a great thing to do while waiting for a cookie. Let's try it!

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Using Self-Control *continued*

I am going to pretend that I really want to work at the computer station. Other children are working there and their time at the computer is not up. It's hard to wait. I will try singing to help me wait.

[*Place dolls or stuffed animals in the chairs at the computer station to represent all computers are currently in use. Demonstrate singing as a way to help you wait. Sing a song that is familiar to children so they can hum or sing along if they wish. Or sing the "Wiggle Rhyme" that is used later in this activity.*]

I sang the whole time I was waiting for my turn at the computer! I did not think about the computer station while I was singing. I was thinking about my song. I thought about the words of the song and I sang a song that I really like to sing. It was fun to sing. Singing or humming can be a great thing to do when waiting for something.

Another thing Cookie Monster did while he was waiting for the cookie was to play with a toy. Watch me while I play with a toy. I am going to play with a toy while I wait for my turn at the computer.

[*Pretend that you are playing with a toy. Do not look at the computer station. Focus on the toy.*]

Playing with a toy can be a great thing to do to help us wait!

Cookie Monster found that it is much easier to wait if we do something while we are waiting.

EXPLAIN: There are times when we wait in a line. We might be waiting to get a drink at the water fountain or waiting to use the restroom or waiting to go outside. When we are waiting in line we usually need to be quiet so we would not be able to sing like Cookie Monster did. It might be okay to sing in a whisper. We also would not have another toy to play with while we are in line.

ACT: [*If time permits:*]

We could quietly say a rhyme to ourselves while we are waiting in line. Let me show you.

[*Demonstrate the adjacent rhyme while doing the motions:*]

Let's practice together.

[*Invite children to do the rhyme with you as you demonstrate the motions.*]

Wiggle Rhyme

Hands on hips and hands on toes,

Hands on head and hands on nose

Wiggle, wiggle, 1, 2, 3. . . .

I can wiggle quietly.

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WEEK 6

DAY 1

Using Self-Control *continued*

Self-Regulation

RECAP: Waiting for something is part of what we do in our classroom and in our family. Today we learned how Cookie Monster waited for a cookie. Cookie Monster thought of some things to do while he waited for the cookie. Who can tell us about one of the things we learned to do while we wait? (singing, playing with another toy, saying a quiet rhyme) We can wait patiently, just like Cookie Monster!

Scaffolding Tips

Extra support ■ If children find it difficult to quietly do an activity while waiting, refer to the inside/outside voices chart used in Week 2, Day 1. Remind children of the different options while waiting if they are having difficulty coming up with something.

Enrichment ■ Ask children to think about a time when they've had to wait with their family in a restaurant. Why do they think they needed to wait? (other people are in line before them, it takes the food time to cook, etc.)

Center Activity

Invite children to play a board game, such as *Candy Land*® or *Chutes and Ladders*®. If time is limited, quicker games, such as *Connect Four*® or *Go Fish*® or *Memory*®, may be better options. Use a reduced deck of cards with *Go Fish*® or *Memory*®. Encourage patient waiting as children take turns.

Family Child Care

Play *Ready, Set, Go!* with preschool-age children to practice self-control. Invite children to line up next to each other. Say, "Ready, Set, _____." The last word may be "go" or another word that sounds like "go," such as "blow" or "grow." When children hear the word "go" they may move quickly to another area. If the last word said is not "go" they must remain at the line. Remind children to use their listening ears to listen carefully for the word "go." School-age children will enjoy playing another version of the game as they listen for different actions to perform. Example: "Ready, Set, Hop!"

The activity is informed by the following source: Sesame Workshop (Producer). (2013). Sesame street: The waiting game with Guy Smiley! [Video file]. Retrieved from https://www.youtube.com/watch?v=XsC2W587_Fc

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WEEK 6

DAY 1

Creating Art

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Skills that support creative expression

Children will understand how artists use tools to create art.

Key Concepts

New: Tool
Paintbrush
Sponge
Straw

Materials Needed

- Watercolor paints
- Tempera paint
- Paintbrushes (see Be Prepared)
- Sponges (see Be Prepared)
- Straws—1 per child and staff
- Paper—1 per child and staff

Be Prepared: Today's activity is a demonstration and discussion of different tools for creating art. Secure several different types of paintbrushes, such as narrow, wide, fanned, and flat. Also secure several sponges with different textures that you cut into several shapes of your choice.

BEGIN: Today we will learn about some tools that people can use to create art. A **tool** is an item that helps us do something. There are many different kinds of tools. Today we will see how paintbrushes, sponges, and straws can be used as art tools.

EXPLAIN: Our first tool is a paintbrush. A **paintbrush** is used to put paint on something. Let's look at some different kinds of paintbrushes.

[*Display different kinds of paintbrushes. Describe and point to some of the differences (small, big, wide, narrow, etc.).*]

Some paintbrushes are wide and others are narrow. Some paintbrushes are more rounded and others are flat.

ASK: [*Display two paintbrushes of high contrast, such as narrow and wide. Point to each brush as you ask about it.*]

- I am going to put some paint on paper with each of these brushes. What do you think the paint will look like with this brush?
- What do you think the paint will look like with the other brush?

ACT: [*Use watercolor to demonstrate painting with each of the two brushes. Describe differences in how the paint looks (a lot of paint, not much paint). Emphasize how the brush characteristics make different kinds of art. Ask children if they are surprised at how the brushes do different things with paint.*]

EXPLAIN: [*Display several sponges.*]

Our next tool is a sponge. Usually we use a **sponge** to clean things or soak up something we might spill. A sponge can also be used as a tool to create art.

[*Display the different sponges and pass them around for children to feel.*]

An artist might dip the sponge into the paint and press it onto paper or cloth.

ACT: [*Demonstrate dipping the sponge in paint and pressing the sponge onto the paper. Show children how the shape of the sponge is now on the paper.*]

EXPLAIN: Our last tool is a straw. A **straw** is something we can drink with. We can also use a straw as an artist's tool. Instead of sucking in and getting

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Creating Art *continued*

Creative Expression

my drink through the straw, I am going to blow air through the straw. The air will move the paint on the paper.

We can blow paint with a straw and create art when we use it as an artist tool.

ACT: [*Place a small amount of thinned tempera paint on the paper and blow the paint to make a design on the paper.*]

I used the straw and blew the paint around on the paper to create art. Now we can all try it!

[*Provide each child with a straw and piece of paper. Encourage children to use the straw to create art on the paper.*]

RECAP: Today we learned about some tools artists may use to create art. Remember, a tool is something that helps us do something.

Scaffolding Tips

Extra support ■ In the discussion of the straw, encourage children to put a hand in front of their mouth and blow out. Explain that air from the mouth is what pushes the paint.

Enrichment ■ Encourage children to share times when they have used some of the different tools that you are demonstrating. ■ Ask children to think about how their fingers can be tools when creating art. (finger painting, making sculptures, etc.)

Center Activity

Provide paintbrushes and sponges demonstrated today in the art center. Encourage children to engage with as many tools as they would like to create their art.

Family Child Care

Collect a variety of materials, such as feathers, marbles, and old plastic lids, for children to use in painting and creating art.

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WEEK 6

DAY 2

Understanding Words

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Print knowledge

Letter knowledge

Children will understand the concepts of alphabet and letter.

Key Concepts

New: Letter
Fewer
Alphabet
Spell
Order
Uppercase
Lowercase

Review: Share
Cooperate

Materials Needed

Child names (see Be Prepared)

Small cups—1 per child

*Small letter tiles (see Be Prepared)

*Printables provided

Be Prepared: Print each child's first name on an individual piece of paper. Also prepare for each child a cup containing small letter tiles of the child's first name. Use an uppercase letter for the first letter in the name and lowercase letters for the remaining ones. Print the child's first name on the outside of the cup. In addition, prepare a cup and individual piece of paper with the one-word name of a classroom pet or a character known to the children, such as Oscar or Bob. Finally, write the words "share" and "cooperate" on separate pieces of paper. This activity is best done at a table where children can sit to use a flat work surface.



The center activity for today and Day 4 is an opportunity for children to personalize the cover of their letter journal that will be used each week a letter is introduced, beginning in Week 7. Suggestions are offered in the Center Activity description for today and Day 4. Encourage all children in your classroom to spend some time at the center to make the cover of their journal.

BEGIN: [*Hold up one piece of paper with the word "share" written on it and another piece of paper with the word "cooperate" written on it.*]

I have two words. This is the word "share." This is how the word "share" looks when it is written.

ASK: What does it mean to share? (when we share we might split up an item, play with an item together, or take turns with an item)

EXPLAIN: This is the word "cooperate." This is how the word "cooperate" looks when it is written.

ASK: What does it mean to cooperate? (work together)

EXPLAIN: Please look closely at these two words. There are letters in each of the words "share" and "cooperate." A **letter** is a special mark used to make words. Words are made of letters.

[*Say and point to each word, moving your hand and arm from left to right.*]

The word "cooperate" is longer than the word "share." The word "cooperate" has more letters. Some words are short and some words are long. Longer words have more letters in them. Shorter words have fewer letters in them. When something has **fewer**, it has a smaller number of something.

There are many letters in the alphabet. The **alphabet** contains all the letters we use to write words. This is the alphabet.

[*Display the alphabet. Draw children's attention to some of the letters.*]

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Understanding Words *continued*

ASK: Do you see any letters you know?

[*Encourage children to point to a letter(s) they recognize. Say the letter.*]

EXPLAIN: Each of us has letters in our name. We **spell** our name when the letters are put together in a certain way. Some of us may have the same letters in our names, but the letters are in a different order. Things are set up a certain way when they are in **order**.

Today we are going to look carefully at our own names.

We are going to use letters to practice spelling our names. Each of us will get a cup of letters. The letters in your cup are the same as the letters in your name. Let me show you my cup.

ACT: [*Pour out your cup of letters on the table.*]

I have the letters of the name "Oscar" in my cup. This is Oscar the Grouch's name! We are going to practice spelling our names by putting the letters in the same order as they are on our paper.

[*Place the letters in the name "Oscar" in front of you. One by one, place the letters in the correct order. Discuss how you are able to determine the correct order of letters:*]

- The first letter in the name is an uppercase letter. **Uppercase** letters are the big letters of the alphabet. This uppercase letter looks like a circle. It is the letter O. Can you help us find this letter?

[*Point to the first letter in the name "Oscar" on the paper. When the matching letter is found, place it below the same letter on the paper.*]

Now let's find the first letter in our own name. Remember, it's an uppercase letter so it will be a big letter.

[*Point to the first letter in each child's name on his/her name paper. Encourage each child to find his/her first letter and place it below the same letter on their name paper.*]

You worked hard to find the first letter of your name!

- The second letter in the name "Oscar" is a lowercase letter. It is smaller than the first letter in the name. **Lowercase** letters are the small letters of the alphabet. This lowercase letter is curved like a snake. It is the letter s. Can you help us find this letter?

[*Point to the second letter in the name "Oscar" on the paper. When the matching letter is found, place it below the same letter on the paper. Invite children to help you match the remaining letters in the name as you say each letter name.*]

Look! The letters from my cup are in the same order as the letters on my paper. We spelled the name "Oscar." Now we can read the name.

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Understanding Words *continued*

[*First point to the name on the paper as you say it aloud. Then point to the name spelled in cutout letters as you say it aloud.*]

Now we can do the same thing with the remaining letters in our own cup. We have already found the first letter of our name. Now we will find the rest of the letters. Pour out your letters and match them, one at a time, to the letters on your paper.

[*Observe children as they match the letters and place them under the letters on their paper. Help as necessary.*]

RECAP: Today we learned about letters and the alphabet. There are many letters in the alphabet. Some words are longer than others because they have more letters in them. We practiced spelling our name by putting the letters in the correct order. How are our names the same? (they all have letters, each name is a word, some letters might be the same) How are our names different? (the letters are different and/or in a different order)

Scaffolding Tips

Extra support ■ If it is too challenging for children to arrange all letters in their first name, stop the activity after the first letter or first two letters have been found and matched to the written version. ■ As children place the letters of their name in the correct order, help by describing the letter that comes next. Example: "The next letter is small. It is squiggly like a snake." ■ Provide a child with a model by arranging the cutout letters in his/her name in the correct order and then mixing up the letters for the child to arrange.

Enrichment ■ Encourage children to tell the names of the letters in their name. ■ Ask children to describe how two or more letters in their first name are the same and different. Example: "How are the letter 's' and the letter 't' the same? How are they different?"

Center Activity

Explain to children that next week we will begin using a journal to write a letter of the alphabet. Display a journal. Provide colored pencils, markers, and crayons for children to write the first letter of their name (or as much of their name as possible) or, if appropriate, draw whatever they wish on the cover of their journal. Be sure to write each child's name on the top of their journal cover.

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WEEK 6

DAY 2

Understanding Words *continued*

Language/ Literacy

Family Child Care

As preschool-age children continue to learn to write the letters in their names, provide a "squishy bag" to extend the fun! Fill gallon-sized ziplock bags with shaving cream, glue, or hair gel. Invite children to practice writing the letters of their name on the "squishy bag." Challenge school-age children to write sight words or spelling words on the "squishy bags."

This activity is informed by the following source: Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1998). *Ladders to literacy: A preschool activity book.* Baltimore, Maryland: Paul H. Brookes.

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WEEK 6

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will identify and briefly remember quantities.

Key Concepts

Review: Group of five
Count

Materials Needed

5 similar items
Tray
Small box

Optional Reading

One Gorilla
by Anthony Browne

BEGIN: Yesterday we worked with groups of four or five shapes. How many things are in a group of five? (five)

Today we will look at some groups of items again and decide how many are in the group. We played a game like this before. It's called *The Hiding Game.*

ASK: When we want to find out how many of something there are, what do we do? (count) Sometimes we can also look at a small group and be able to tell how many without counting.

ACT: [*Place 1–5 similar items on a tray. Use items that children are interested in, such as animal counters or plastic insects. Ask children to say how many there are. Try this with different amounts from 1–5.*]

Now we will try to remember how many items there are after I have hidden them.

[*Place 1–5 similar items on a tray for a few seconds. Then cover the items with the box.*]



How many items am I hiding?

[*After children have said how many, uncover the items so that they can be seen. Invite children to count the items to check their answer. After they've checked their answers say, "Yes, there are ___ items." Or, if an incorrect number of items was identified, say "We found there were actually ___ items when we counted them." Repeat this task several times, leading children in counting the number of similar items on the tray after children have said how many.*

Use words, such as "more" or "fewer," to compare the number of items in the group. Example: "This group has more items than the last group." Continue with different numbers of items arranged in different ways.]

Now, let's count how many boys/girls are in our group today. Each time I point to a person, we will say a number. Count with me!

[*Point to, or lightly touch the shoulder of, each boy/girl as you count.*]

RECAP: Today we looked at groups of items and determined how many were in each group. We can sometimes look at a small group and be able to tell how many without counting. We are learning a lot about number words and counting.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children have difficulty determining how many items are in the group without counting them first, remove the box and practice naming the amount in different small groups. ■ Keep the arrangement of items the same across naming attempts so children focus on the number of items and not their spatial arrangement.

Enrichment ■ Show children two groups of items of different amounts. Ask which has more and which has fewer items. How do they know? If the task of counting the number of items seems relatively easy for children, arrange different numbers of items in different ways.

123 Center Activity

Provide a commercially-available board game, such as *Hi-Ho! Cherry-O*®, that supports early counting skills. Explain how to play, monitor as children play, or play along! As children play, encourage them to count out loud as they count their cherries.

Family Child Care

Continue *The Hiding Game* with all children in your setting when there are opportunities during the day to use similar items. Example: Place four toys on the sofa. Show them to a child and then cover the toys with a blanket. Can the child identify how many there are? School-age children will enjoy identifying larger groups of items.

The activity is informed by the *Basic Hiding* game in the following source: Frye, D., Baroody, A. J., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). *Teaching math to young children: A practice guide* (NCEE 2014-4005). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov

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WEEK 6

DAY 2

Getting Along With Others

Social-Emotional

3-5 YEARS

Be Prepared: This activity offers seven picture cards that show solutions to typical problems children encounter in classrooms. Select 3–4 cards that would be helpful for children in your classroom to consider. There is an opportunity to use remaining cards on Day 3 of this week.

Large Group

Skill and Goal

Relationship skills

Children will understand possible solutions for typical classroom problems.

Key Concepts

Review: Solution

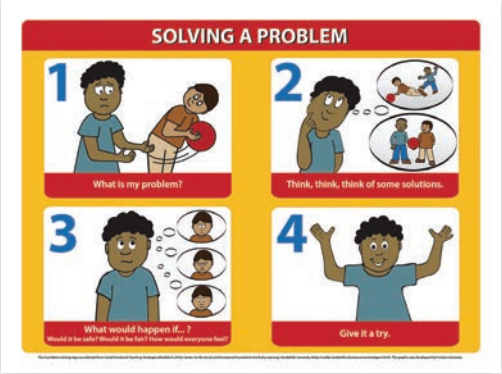
Materials Needed

*Solving a Problem poster (from Week 5)

*3–4 problem solution cards (see Be Prepared)

*Printables provided

BEGIN: [*Display Solving a Problem poster.*]



We are learning how to solve problems. Sometimes we have a problem when we want to play with a toy someone else is using. We can have a problem when someone does something mean. There are different kinds of problems.

Our poster can help us remember how to figure out a solution to a problem. We know that a solution is something we do to solve a problem.

ASK: [*Point to first and second pictures when discussed below.*]

- What problem is shown in this picture? (a child took the ball another child was using)
- This picture shows the child thinking about some solutions. What solutions is the child thinking about? (getting angry, sharing)
- When we have a problem it is good to think of solutions. Why do you think it is good for us to think about different solutions? (because we need to decide which solution might work best; we may want to try a different solution if our first solution doesn't work)

EXPLAIN: [*Point to third picture.*]

This picture shows the child thinking about what would happen if different solutions were used. The child is thinking about whether a solution would be safe and whether a solution would be fair.

ASK:

- Why is it important to think about whether a solution is safe? (we do not want anyone to get hurt)
- Why is it important to think about whether a solution is fair? (everyone should get a turn or be able to participate; other people should not feel bad about the solution)

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WEEK 6
DAY 2

Getting Along With Others *continued*

Social-Emotional

ACT: I have some cards that show solutions we can use. Let's look at the cards together and talk about some solutions.

[*Display each card as it is discussed. Use the following guide to discuss each card:*]



- The words on our card say _____. What is happening in this picture?

  [*If discussion of what is happening does not include attention to the problem, ask: "What do you think was the problem?"*]
- When is another time we could use this solution?

  [*Discuss other situations where the solution might be used.*]

RECAP: Today we talked about some ways to solve problems. We learned it is important to think of different solutions and to decide what solution is best to use.

Scaffolding Tips

Extra support ■ If children need extra support when thinking of how to use different solutions, give hints if necessary. Example: "Have you ever needed to get a teacher to help you think of ways to share something?" ■ Use props to role-play a problem where the solution could be used. Example: "Angie has a toy. Let's pretend we want to play with the toy. Who would like to show us how to ask nicely to play with the toy?" ■ Explain any vocabulary on the chosen cards that children may not be familiar with (ignore, trade). ■ If possible, post the problem solution cards in your classroom and refer to them when children have problems (particularly if the children come to you for help). Ask child what the problem is and discuss several viable solutions (as depicted on cards) for the child to consider.

Enrichment ■ Ask children to think of other possible solutions to problems discussed today.

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WEEK 6

DAY 2

Getting Along With Others *continued*

Social-Emotional

Center Activity

Provide a limited number of art supplies. Invite children to create a piece of art while solving the problem of limited supplies.

Family Child Care

During the day invite children in your setting to discuss possible solutions to problems you pose. Use the *Solving a Problem poster and *solution cards as references. Example: "I really want to look at the book Sarah is looking at. What should I do?" Encourage children to use the poster and cards to come up with safe, fair solutions. School-age children may enjoy reading aloud each step on the poster and each of the solution cards as all children discuss which solution(s) would be best.

*Printables provided

The Solving a Problem poster is informed by the Problem Solving Steps and the Problem Solution Cards are informed by the Solution Kit, both described in the following source: Center on the Social and Emotional Foundations for Early Learning (2013). Promoting the social emotional competence of young children module 2: Social emotional teaching strategies [Online forum]. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2

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WEEK 6

DAY 2

Creating Art

Creative Expression

3-5 YEARS

Large/Small Group

Skill and Goal

Skills that support creative expression

Children will understand there are different kinds of paper and canvas for creating art.

Key Concepts

New: Smooth
Rough
Canvas

Review: Tool

Materials Needed

Rough paper—1 per child (see Be Prepared)

Smooth paper—1 per child (see Be Prepared)

Unframed canvas

Paintbrushes—1 per child

Paint

Also Promotes

Physical/Health

Be Prepared: Secure samples of rough paper (such as recycled paper) and smooth paper (such as paper used for finger painting) for children to feel and for you to use in a demonstration with paint. One sample of each type is needed for each child if you pursue the optional painting activity described in the last segment of the plan.

BEGIN: Yesterday we learned about some tools that artists can use to create art. Remember, a tool is an item that helps us do something. Who remembers one of the tools we learned about yesterday? (paintbrush, sponge, straw) Each tool can help an artist create a different kind of art.

EXPLAIN: Some artists use paper as a tool. Artists may draw or paint on paper to create art.

We used paper yesterday to create art. Today we will learn about different kinds of paper.

ACT: [*Display smooth paper, such as finger paint paper. Pass around samples and encourage children to feel, not simply touch, the paper.*]

Some paper may be smooth. When something is **smooth**, it is slick and you can move your hand easily across it.

[*Display rough paper, such as recycled paper or homemade paper. Pass around samples and encourage children to feel the paper.*]

Some paper may be rough. When something is **rough** it is bumpy. Something that is rough is not smooth.

ASK:
- What do you think paint would look like on smooth paper?
- What do you think paint would look like on rough or bumpy paper?

ACT: [*Use the same paintbrush and the same type and color of paint to make several brush strokes on rough and smooth papers. Encourage children to describe differences they may see in the paint put on two types of paper.*]

EXPLAIN: We can also create art on something called canvas. **Canvas** is a kind of strong cloth.

[*Display an unframed canvas.*

Pass around the unframed canvas for children to feel. Also pass around a piece of paper.]

Canvas feels different than paper. Canvas is much stronger than paper.

ASK: Is the canvas smooth or rough? (rough)

ACT: [*If time permits, provide each child with a paintbrush, paint, and both smooth and rough paper (one each). As children paint, draw their*

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Being Creative *continued*

Creative Expression

attention to what the paintbrush feels like on rough and smooth paper, and to what the paint looks like on each type of paper.]

RECAP: Today we learned there are different types of paper we can use to create art. We also learned about canvas. We felt each type. Do rough and smooth types of paper look the same when we put paint on them?

Scaffolding Tips

Extra support ■ To strengthen children's understanding of smooth and rough, provide more items to compare, such as sandpaper and poster board.

Enrichment ■ Encourage children to think about and discuss other types of items that artists may paint. (fabric, wood, rocks, glass, etc.) ■ Explain that some artists make their own paper. Display a piece of handmade paper, if available.

Center Activity

In the art center, provide paint brushes and sponges for children to use on smooth and rough paper. Encourage children to create a painting on different kinds of paper. Include canvas if available. Invite children to describe the differences.

Family Child Care

Consider making homemade paper with children. Instructions for papermaking can be found on the Internet. Plan for plenty of time for this activity because it can take more than 48 hours for paper to dry. Add materials, such as glitter, leaves, small sticks, or acorns, to the paper mixture.

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WEEK 6

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Phonological awareness

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words introduced on Day 1

Materials Needed

*Humpty Dumpty poster (from Week 4)

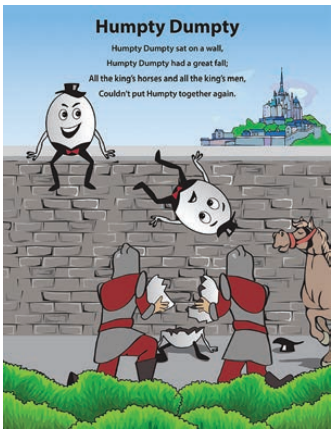
Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: Let's say the "Humpty Dumpty" nursery rhyme together. We can raise a hand when we say a rhyming word.

[*Lead children in reciting "Humpty Dumpty" in unison as you display the poster. Lead children in raising a hand when they say a rhyming word.*]



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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WEEK 6
DAY 3

Understanding Words *continued*

Language/ Literacy

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

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WEEK 6

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will connect number words to the quantities they represent, and count up to 10 items.

Key Concepts

Review: Count

Materials Needed

Big Fat Hen by Keith Baker

Also Promotes

Language/Literacy

BEGIN: [*Hold up four fingers.*]

I am holding up a group of fingers. Please hold up a group of fingers just like mine.

[*Practice this with different-sized groups of fingers on one hand.*]

EXPLAIN: We can count our groups to make sure we are correct. Remember, when we count we find out how many.

ASK:

- Where is a group of three in our classroom? (three chairs, three art projects, etc.)
- How about a group of four?
- Where is a group of five in our classroom?

EXPLAIN: Today we will work on counting while we read a book about counting! We will say numbers to find out how many. Our book is called *Big Fat Hen*.

[*Point to the title as you read.*]



The author of this book is Keith Baker. Keith Baker is also the illustrator.

ACT: [*Point to the text as you read. Pause on each page to discuss the picture and lead children in counting the number of items in the picture. After you count the items, say aloud the final number of items. Example: After reading the first page, count the eggs and say, "There are two eggs on this page."*]



RECAP: Today we read a counting book called *Big Fat Hen*. We practiced counting by counting items on each page. What were some of the things we counted? (dragonfly, eggs, chicks, worms, sticks, snails, bees, hens) Let's count several of them again! What would you like to count?

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Observe as you count the number of children together. Are there children who are struggling to count along with you? If so, count slowly or invite them to repeat each number after you.

Enrichment ■ As you read each page, ask children if they know how many items there are before you lead children in counting them. ■ After leading children in counting items on a page, ask children to say how many items are on the page (rather than your initially offering the total number). ■ Explain that we counted up to 10 things today. Ask: "Do you think 10 is a big number?"

123 Center Activity

Provide a set of dominoes. Encourage children to count the number of dots on the dominoes, find matching groups of dots and stack them together, or form stacks of a given number.

Family Child Care

Share *Big Fat Hen* with children in your setting. Provide each preschool-age child with 10 plastic eggs. If you do not have plastic eggs, use a similar substitute such as 10 felt eggs for each child. As you read the book, encourage preschool-age children to place the same number of eggs in front of them. Invite school-age children to demonstrate the action after you read each page. Example: After you read "1, 2, buckle my shoe," preschool-age children will place two eggs in front of them and school-age children will pretend to buckle their shoe.

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WEEK 6

DAY 3

Getting Along With Others

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will assess the appropriateness of different solutions for typical classroom problems.

Key Concepts

Review: Solution

Materials Needed

*Solving a Problem poster

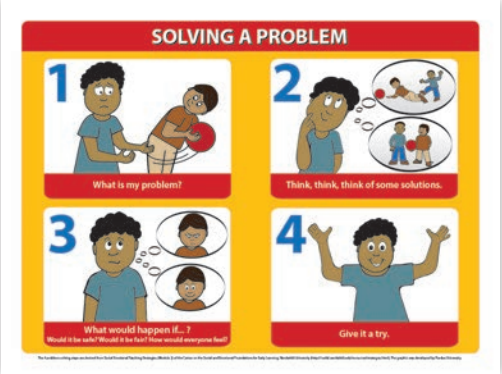
*3–4 problem solution cards that were not used on Day 2

2 puppets

*Printables provided

BEGIN: We are learning how to think about solutions to problems we may have in our classroom. What is a solution? (something we do to solve a problem)

EXPLAIN: [*Display poster. Point to second and third pictures and text as you discuss each.*]



We know it is important to think of more than one solution to a problem. Our poster says "think, think, think of some solutions."

We also know it is important to think about what might happen if we used a solution we are thinking about. We want to decide whether our solution will be safe and fair.

ACT: Yesterday we looked at some cards that show different types of solutions.

[*Briefly describe the solution shown on each card discussed yesterday. Invite children to help you describe each card.*]



There are several more cards we can look at today.

[*Display and discuss cards not discussed yesterday. Use the following guide to discuss each card:*]

- The words on our card say _____. What is happening in this picture?

  [*If discussion of what is happening does not include attention to the problem, ask: "What do you think was the problem?"*]

- When is another time we could use this solution?

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WEEK 6
DAY 3

Getting Along With Others *continued*

Social-Emotional

EXPLAIN: Let's talk about some problems we might have in our classroom and different solutions we could use for the problems. Some puppets will help us think about different problems.

ACT: [*Use puppets to enact a problem pertinent to your classroom. See suggestions below. After the situation is enacted, facilitate a discussion as suggested below:*

- *Ask: "What solutions could we think about for this problem?" Encourage children to generate at least two solutions. Display and describe solutions shown on the picture cards, if appropriate.*
- *Ask: "Why would this solution be good to use?" Emphasize how a solution is safe and fair.*
- *Ask: "Can you think of a solution that might not be safe or fair? How about a solution that might make people feel bad?" Offer an example if children do not generate their own. Example: Davianna wants to play with a toy another child is playing with so she grabs the toy away from the other child. Ask: "Why would this solution be a poor choice?"*]

Problem Scenarios:

- One child bothering another child.
- One child wants to play with a train another child is already playing with.
- One child wants to sit on the big pillow in the library center but another child is already using it.

RECAP: Today we talked about some problems and solutions. We also talked about why a solution would be good to use and thought of some solutions that would not be good to use.

Scaffolding Tips

Extra support ■ Select problem situations that may be particularly pertinent to your classroom but avoid discussing specifics of a similar problem in your classroom. Give priority to discussing ways in which a possible solution is a good or poor choice. It is not necessary to discuss each problem situation.

Enrichment ■ Ask children what they would do if the solution they tried did not work.

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WEEK 6

DAY 3

Getting Along With Others *continued*

Social-Emotional

Center Activity

Provide a limited number of animals and vehicles at the block center. Invite children to play while solving the problem of limited toys. Provide *problem solution cards, if necessary.

*Printables provided

Family Child Care

Play a game with the *problem solution cards used in today's activity. Place solution cards face down on a table. Encourage preschool-age children, one at a time, to choose a card. Invite a school-age child to read the card aloud. Encourage all children to think of a scenario where the solution could be used. Example: "Jonah picked the card that says 'Play together.' When could we use this solution to a problem?" Possible scenarios may include: When two children want to play with the same toy, when a child doesn't have someone to play with, etc.

*Printables provided

The Solving a Problem poster is informed by the Problem Solving Steps and the Problem Solution Cards are informed by the Solution Kit, both described in the following source: Center on the Social and Emotional Foundations for Early Learning. (2013). Promoting the social emotional competence of young children module 2: Social emotional teaching strategies [Online Forum]. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2

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WEEK 6

DAY 3

Creating Art

Creative Expression

3-5 YEARS

Large Group

Be Prepared: Adapt the opening segment of this activity according to children's familiarity with and use of smocks. It may be helpful for several volunteer children to "model" wearing a smock or all children to practice wearing a smock.

BEGIN: [*Display a smock.*]

What is this called? When do we wear a smock? (when we create art that might get paint or something else on our clothes)

A **smock** is a loose shirt or piece of clothing we wear to keep from getting messy when we create art.

ACT: [*Pass out smocks for several volunteer children, or all children to practice wearing, if appropriate.*]

EXPLAIN: [*Display easel.*]

This is another item we use to create some types of art. It's an easel. An **easel** holds our paper when we paint or work on art.

[*Demonstrate putting paper on easel, if appropriate. Describe the ledge of an easel for holding paint.*]

ASK: Where is another place we could put our paper when we create art? (on a table, on the floor)

EXPLAIN: [*Display a stencil.*]

A **stencil** is a tool for creating art that has a shape cut out of it. Look at the open part of this stencil.

ACT: [*Point to the opening in the stencil. Engage children in a discussion of the stencil image. Pass around the stencil or several stencils and encourage children to feel the stencil openings.*]

EXPLAIN: We can use a paintbrush or a sponge to put paint in the area that has been cut out of the stencil. The open part will make a picture or shape on our paper.

ACT: [*Demonstrate how to use a stencil as you describe the process:*]

- First we put the stencil on a piece of paper.
- Then we use our paintbrush or a sponge to put paint in the open part of the stencil.
- When we are finished with the paint, we take the stencil off of the paper. Now we can see the shape we painted!

Skill and Goal

Knowledge of creative processes

Children will understand the use of a smock, easel, and stencil in creating art.

Key Concepts

New: Smock
Easel
Stencil

Review: Tool

Materials Needed

- Easel
- Smocks (see Be Prepared)
- Stencils—1 per child
- Stencil brushes or short-bristled paintbrushes
- Paint
- Paper

Also Promotes

Physical/Health

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WEEK 6
DAY 3

Creating Art *continued*

Creative Expression

ASK:
- Would it be easier to use a stencil when our paper is on an easel or on a table? (table)
- Why? (easier to put stencil on paper that is flat)

RECAP: Today we talked about a smock and easel. We watched how to use a stencil and decided it may be easier to use a stencil on paper that is flat on a table. We talked about shapes we could make with a stencil.

Scaffolding Tips

Extra support ■ When you ask if a stencil would be easier to use on an easel or table, demonstrate the differences if children seem unclear about the question.

Enrichment ■ Ask children for their ideas about what they might create with a stencil or several stencils. Provide stencils for children to look at and manipulate as they talk about creative uses of stencils. ■ Ask children what they might do if they wanted to create art but did not have a smock. What could be used instead of a smock to keep clothes clean?

Center Activity

Provide stencils, paper, paint, and paintbrushes and/or sponges for children to use in creating art. Encourage children to put more than one shape on a piece of paper.

Family Child Care

Encourage children to help design a space where art tools are available. Children can help organize tools, make labels, etc., so that the space feels like their own art studio.

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WEEK 6

DAY 4

Understanding Words

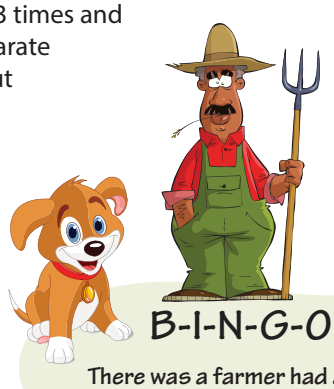
Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: Print out and cut apart five clapping hands. Affix tape or sticky tack to the back of each clapping hand. If the "Bingo" activity offered in this plan is challenging for children to engage, you may wish to break up the activity into two parts offered at different times: (1) introduce and lead children in singing "Bingo" 2–3 times and (2) introducing and doing the clapping part in a separate session (once children have learned the song without clapping). Note that this activity is not used to teach specific letters.

As indicated on Day 2 of this week, the Center Activity for today is an opportunity for children to personalize the cover of their letter journal that will be used each week a letter is introduced, beginning in Week 7. Suggestions are offered in the Center Activity description for today. Encourage all children in your classroom to spend some time at the center to make the cover of their journal.



B-I-N-G-O

There was a farmer had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
(clap)-I-N-G-O . . .
(clap)-I-N-G-O . . .
(clap)-I-N-G-O . . .
And Bingo was his name-o.
(continue)

BEGIN: Today we are going to learn a new song. This song will help us pay attention to the letters in a word. The name of the song is "Bingo." Have you ever heard this song? I will write the name of the song on this paper.

[*Write the word Bingo on a chart with large separated letters.*]

EXPLAIN: Bingo is a word. We know that words are made of letters.

ACT: Let's count the number of letters in the word Bingo.

[*Point to each letter as you lead children in counting.*]

There are five letters in the word Bingo.

Listen as I sing the song first.



[*Sing the song as you point to the letters in the word Bingo.*]

Let's practice singing the song together!

[*Lead children in singing the song 2–3 times as you point to the letters in the word Bingo.*]

Skill and Goal

Print knowledge

Children will understand a word is made up of letters.

Key Concepts

Review: Spell

Materials Needed

Chart paper
Marker
*5 clapping hands (see Be Prepared)
Tape or sticky tack

Also Promotes

Self-Regulation
Mathematics

*Printables provided

Optional Reading

Bingo! (Bunny Reads Back) by Rosemary Wells

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WEEK 6

DAY 4

Understanding Words *continued*

Language/ Literacy

Let's sing "Bingo" again. This time we will clap our hands in different parts of the song.



[*Place clapping hands below the word Bingo.*]

These clapping hands will tell us when to clap. We will sing the song five times. Each time we sing the song, we will clap our hands instead of saying a letter.

This time when we sing the song we will clap instead of saying the first letter of the word Bingo.

[*Hold up one clapping hand printout.*]

This clapping hand will remind us when to clap. I will show you.

[*Cover the first letter with a clapping hand printout. Sing the song again, clapping rather than singing the first letter.*]

I clapped instead of saying the first letter. Let's try it together.

[*Lead children in singing the song. Model a clap instead of singing the letter B and encourage children to clap instead of singing the letter B also.*]

This time when we sing the song we will clap instead of saying the first two letters of the word Bingo.

I will cover up the second letter in the word Bingo with a clapping hand.

[*Cover the letter I under a second clapping hand printout. Sing the song again, clapping rather than singing the letters B and I.*]

Now we will sing the song again. This time when we sing the song we will clap instead of saying the first three letters of the word Bingo.

I will cover up the third letter in the word Bingo with another clapping hand.

[*Cover the letter N under a third clapping hand printout. Sing the song again, clapping rather than singing the letters B, I, and N.*]

Now we will sing the song again. This time when we sing the song we will clap instead of saying the first four letters of the word Bingo.

I will cover up the fourth letter of the word Bingo with another clapping hand.

[*Cover the letter G under a fourth clapping hand printout. Sing the song again, clapping rather than singing the letters B, I, N, and G.*]

Now we will sing the song one more time. This time I will cover up all five of the letters in the word Bingo!

Do you think we will sing any of the letters this time? (no) We will clap for each letter of the word Bingo!

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Understanding Words *continued*

[*Sing the song one more time, clapping instead of singing each letter in the word Bingo.*]

The song "Bingo" helped us pay attention to the letters in a word!

RECAP: Today we learned a new song called "Bingo." The song helped us pay attention to the letters in the word Bingo. How many letters are in the word Bingo?

Scaffolding Tips

Extra support ■ As children learn the clapping part of the song, sing it slowly and draw attention to your clap. Model how the new verse should be sung and clapped before asking children to sing and clap. ■ You may wish to repeat the first verse several times to help children practice clapping instead of saying a letter. ■ Accept a range of child participation in this novel activity. Some children may say a letter and clap at the same time.

Enrichment ■ Encourage children to name the letters in the word Bingo if they are able.

Center Activity

Today children have another opportunity to decorate the cover of their letter journal. Provide colored pencils, markers, and crayons for children to write the first letter of their name (or as much of their name as possible) or, if appropriate, draw whatever they wish on the cover of their journal. Be sure to write each child's name on the top of their journal cover.

Family Child Care

Invite children to help put letters together to make words by playing the *Name Game*. Create a set of letter cards the size of an 8½ × 11 piece of paper. On each card, write a letter of the alphabet. Ensure the letters in each child's name are represented on the cards. Example: If a child's name is Gail you would need letters G, A, I, and L. Also, write each child's name in large print on a sheet of paper. Give each preschool-age child a letter card to hold. Invite school-age children to hold the remaining letter cards (one each). Keep the other name cards on your lap. Invite children to help you spell each child's name. Example: "Let's spell Amy's name." Hold up paper with Amy's name. "Let's count the letters in Amy's name. 1, 2, 3. Amy has three letters in her name." Point to the letter A on the name card. "This is the first letter in Amy's name. Who has this letter?" Invite child with the letter A to stand next to you. Continue with the remaining letters in Amy's name. Point out that the name card has three letters and there are three people holding letters to make Amy's name. Amy's name has three letters. School-age children will enjoy practicing sight words using letter cards. Encourage school-age children to name each letter and say its sound.

Source of BINGO nursery rhyme: Wilder, A. (1969). *Lullabies and night songs*. New York: Harper & Row Publishers.

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WEEK 6

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand the use of "more" and "fewer" when comparing two groups.

Key Concepts

New: Dice

Review: More
Fewer

Materials Needed

2 large dice

Optional Reading

Just Enough Carrots
by Stuart J. Murphy

BEGIN: Yesterday we practiced counting up to 10 items. How many fingers do we have? Let's count to make sure.

Today we will play a game with dice. Have you ever played with dice before?

[*Display two large dice.*]

EXPLAIN: These are dice. People use **dice** to play games. Each side of a die has a different number of dots. Let's look at the groups of dots and see if we can tell how many dots are on each side.

[*Turn the die slowly to show children each side. Lead children in counting together how many dots are on each side.*]

We will play with two dice. When we roll the dice, they will land on two groups of dots. I will show you how to roll the dice.

ACT: [*Demonstrate how to roll the dice gently. Point out how each one has a different set of dots facing up when it stops rolling. Sometimes, both dice have the same number of dots.*]

After our dice stop rolling, we need to decide which one has more dots. Remember, when something has more, it has a larger number of something.



ASK:

- How can we decide which one has more dots? (We might be able to tell by just looking, or we can count the dots.)
- Look at my dice. Which one has more dots?

  [*Point to the one that has more dots.*]

EXPLAIN: This one has ___ dots. It has more dots than the other die. The other one has ___ dots.

ACT: [*Give each child a chance to roll the dice. Encourage the child who rolls the dice to point to and say which one has more. If a child is not sure, count the number of dots with the child.*]

EXPLAIN: Now we will play again. This time we will decide which one has fewer. Remember, when something has fewer, it has a smaller number of something. If a group has fewer, it doesn't have as many dots as the other group. I will go first so you can see how to decide.

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Counting Things *continued*

ACT: [*Demonstrate how to roll the dice and decide which one has fewer. After you've pointed to and said which one has fewer, encourage children to count the dots with you to check your answer. Give each child a chance to roll the dice and point to which one has fewer.*]

RECAP: Today we looked at groups of dots on our dice and decided which one had more dots and which one had fewer dots. We learned how to use two number words: more and fewer. Number games are fun!

Scaffolding Tips

Extra support ■ If children seem to have difficulty identifying the number of dots on the dice, roll one die only and point to and count the number of dots on the side facing up. Repeat the use of one die until children seem ready for rolling two dice. ■ If children have a difficult time deciding which has more or fewer, hold up different numbers of fingers on each of your hands and discuss which hand has more or fewer fingers up.

Enrichment ■ Explain to children that "die" is the word we use when talking about only one. ■ After each child identifies which die has more (or fewer) dots, ask how the child knows. ■ Ask children if they know what it's called when both dice have the same number? (equal)

123 Center Activity

Provide small cubes or cubed blocks. Encourage children to build with items in pairs. Support children's independent work with the items (the goal is not to copy their partner's construction). Ask children to compare their building with their partner's. Which one has more blocks? Which one has fewer blocks? Can they count the number of blocks?

Family Child Care

Encourage preschool-age children in your setting to practice "more" and "fewer" with dominoes. Remove from the set all dominoes with an equal number of dots on each side. Invite each child to choose one domino and determine which side of the domino has "more" and which side has "fewer." School-age children may enjoy playing a simple game of dominoes. Place a set of dominoes face-down on a table. Invite each child to choose seven dominoes. The first child places a domino on the table. The second child places a domino with matching dots on either end of the first child's domino. Play continues until a child runs out of dominoes.

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WEEK 6

DAY 4

Respecting Our Differences

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Family differences

Children will understand that families do many kinds of things together at home or somewhere else.

Key Concepts

Review: Family Record

Materials Needed

Prepared chart paper

*1 picture as shown

Your list of things children like to do with their family from Week 5, Day 5.

Marker

*Printables provided

Optional Reading

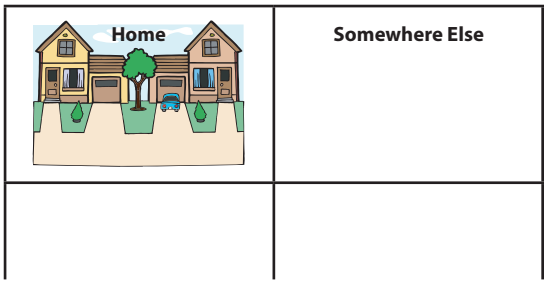
Families, Families, Families! by Suzanne Lang & Max Lang

BEGIN: We are learning about things we like to do with members of our family. Remember, a family is a group of people.

Today we are going to talk more about the things we like to do with our family. We know that families can do many things together. They can do things together at home or somewhere else.

EXPLAIN: Last week we each shared something we like to do with our family. Today we will think about those things and decide if it is something we do with our family at home or somewhere else. I have a list of each of the things we described last week.

Some of the things on the list can be done at our home and some of the things can be done somewhere else.



[*Display prepared chart. Point to each side as you describe it.*]

I will read each thing on the list and then write the things we do with our families on this chart. We will decide if I should write on the "home" side of our chart or the "somewhere else" side of our chart to record what we do with our families. Remember, when we record something we write it down.

ACT: [*Read each item on your list, one at a time. Encourage children to discuss whether the activity is done at home or somewhere else. Example: "Erik and his family like to go hiking. Erik, is going hiking something you do at your home or somewhere else?" Write the activity on the appropriate side of the chart.*]

RECAP: Today we talked more about things we do with our family. We can do things with our family members at home or somewhere else.

Revised: 12/1/2025

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WEEK 6

DAY 4

Respecting Our Differences
continued

Social Studies

Scaffolding Tips

Extra support ■ Give children suggestions if they cannot think of things they do with their family at home or somewhere else. Example: Go to the store, go swimming, play a board game, etc.

Enrichment ■ As children discuss whether an activity is done at home or outside, encourage them to think about if the activity could be done somewhere else. Example: "Jess likes to go swimming with her family. They go swimming outside. Could Jess and her family go swimming in their home? Why not?"

Center Activity

Provide a stamp pad and paper. Invite children to make "thumbprint families." Explain that each person's thumbprint is unique. For each family member, encourage them to make a thumbprint person. This is done by inviting children to place a thumb on the stamp pad and then on a piece of paper. After putting the thumbprints on the paper, invite children to add hair and facial features with a crayon or marker. Label each member of the family!



Family Child Care

Take a group photo of each child and his/her family member(s) at pickup time. Create a memory game with the family group photos and a separate photo of each child. Invite preschool-age children to match the child with his/her family group photo.

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WEEK 6

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Motor development

Children will strengthen their locomotor skills for galloping.

Key Concepts

New: Gallop

Materials Needed

Item for signals

Also Promotes

Self-Regulation

Be Prepared: Arrange for a classroom adult or child with known galloping skills to be the leader (especially in the slower and faster galloping activity). This will free you to monitor and provide guidance as necessary. Consider offering this activity outdoors, weather permitting, if indoor space is limited.

BEGIN: We know how to move our bodies by walking and by marching. We walk a lot more than we march. Let's all march in our personal space. We will stay where we are standing now to practice marching.

[*Lead children in marching briefly in place.*]

EXPLAIN: Today we will practice moving our body in a different way. We will practice galloping. We **gallop** by taking a large step forward with one foot and leg and then bringing our other foot and leg forward. We start the next gallop with the same foot and leg.

[*Describe movements in a gallop as you, another adult, or volunteer child with known skills in galloping, demonstrates. Point out how the same foot/leg always takes the large step forward and the other foot/leg follows along. It does not matter whether children begin galloping with their right or left foot/leg, but it's important to use the same foot/leg as the first step of each new gallop.*]

ACT: Let's gallop around our activity space. Listen carefully for our "start" and "stop" signals. _____ will be our leader. We want to watch people around us to make sure we do not bump into someone.

[*If the perimeter of the activity space is not conducive to an approximate circle, then invite children to gallop from one end to the other end of your activity space, using "start" and "stop" signals at each end.*

You may wish to "start" children in small clusters, one cluster at a time, to prevent crowding as children gallop.

Offer verbal reminders as necessary. Example: "Take a big step forward with one foot, keep it on the floor, and bring your other foot forward."

Provide a "stop" signal at the point children seem comfortable with galloping or when it appears some reintroduction of how to gallop may be helpful.]

ASK:

- Galloping is different than marching. How do our feet and legs move differently when we gallop?
- We practiced moving slower and then faster when we walked and marched. Do you think we can do that with galloping?

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WEEK 6
DAY 4

Moving Our Bodies *continued*

Physical/ Health

[*Lead children in moving slowly and then faster in galloping, using the "start" and "stop" signals. Offer as much time at each pace as seems appropriate for children in your group, realizing that slower and faster galloping is a more challenging set of movements.*]

RECAP: We are learning a different way to move our bodies. What is it called? (galloping) What is harder, galloping slowly or galloping faster? Why?

Scaffolding Tips

Extra support ■ If you anticipate children need a reminder of the perimeter of your activity space, walk around the space or invite several children to walk around the space as others watch. ■ Children may benefit from hearing the "start" and "stop" signals as reminders before they start galloping. ■ If children have difficulty using the same foot/leg for the first long step, consider tightly attaching a ribbon to the shoe of the child's dominant foot (Ask: "Which foot do you want to put out first?"). Draw children's attention to the ribbon as they think about taking their first long step.

Enrichment ■ Encourage children to switch the foot/leg they use first in a set of galloping movements. Invite them to talk about why it may be slightly harder to use a different foot/leg for the first long step.

Center Activity

For outside play, use chalk to make a galloping track. Encourage children to gallop on the track. Or, if outside play is not an option, provide a smaller space during center time and play music that has faster and slower songs. Encourage children to gallop to the music. Provide reminders of galloping steps as necessary.

Family Child Care

If space allows, use walking, marching, or galloping as a transition to and from activities or to outside play. Examples: "Gerrad, please march to go get your coat for outside time," or "Emily, please gallop to the door to go inside."

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WEEK 6

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Print knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also strengthen their understanding that a word is made of letters.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

BEGIN: Yesterday we learned a song called "Bingo." Let's sing the song together and clap each time we say a letter.

[*Lead children in singing the song "Bingo" as they clap for each letter in the word Bingo.*]

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 6

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Number knowledge

Children will count and compare quantities of two groups.

Key Concepts

Review: More
Fewer

Materials Needed

- 10 counters
- Set of shapes (pattern blocks) for Extra Support tip
- 2 shape plates (1 with squares, 1 with triangles) used on Day 1
- Tray
- Cloth
- Group of 5 similar items
- 2 large dice

Optional Reading

Ten Little Monkeys Jumping on the Bed by Annie Kubler

BEGIN: This week we are making and finding groups of 1–5. We also are practicing how to count items.

[*Display 10 counters.*]

Let's count these 10 circles (counters). When we count them, we point to each one and say a number. Please count with me! 1, 2, 3, etc.

EXPLAIN: We used shape plates to learn more about counting. Our plates had four or five shapes on them. We found shapes to match the group of shapes on our plate.

ASK: I have two shape plates.

[*Display one plate at a time for the following questions:*]

- What is the number of shapes on this plate? How about our other plate?
- What is the name of the shapes on this plate?
- What is the name of the shapes on our other plate?

EXPLAIN: This week we also played *The Hiding Game* in our small groups. We looked at groups of 1–5. Let's try our game again with everyone.

[*Display a group of five similar items on a tray briefly before covering them with a cloth.*]

ASK:

- How many were in my group? (It was a group of five.)
- Does my group have more or fewer than a group of two? Remember, more means a larger number of items, and fewer means a smaller number of items.

EXPLAIN: We counted up to 10 this week when we read a book called *Big Fat Hen*.

ACT: Let's clap our hands 10 times. Remember, we will say a number with each clap so we know how many.

[*Lead children in clapping and counting aloud to 10.*]

Let's count to 10 again. Please count with me and stomp your feet each time we say a number!

EXPLAIN: Yesterday we played a game with dice. We rolled two dice and decided which one had more dots. Then we played again and decided which one had fewer dots.

I will roll two dice. Please tell us which one has more dots.

[*Roll the dice in an area where all children can see.*]

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WEEK 6
DAY 5

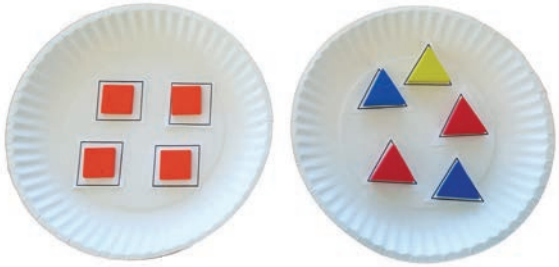
Counting Things *continued*

123 Mathematics

ASK:
- Which one has more dots?
- How do you know?

RECAP: We are learning so much about numbers and counting. We can count, we can find and make groups, and we can decide which group has more or fewer.

Scaffolding Tips



Extra support ■ If children seem uncertain about the review of the Day 1 matching task with shape plates, provide a pile of square and triangle shapes for engaging children in matching shapes to the two plates you display. ■ If children have difficulty remembering the number of items in *The Hiding Game*, place the items in a row rather than randomly. Also, show a group of two if children have difficulty responding to the "more or fewer" question. ■ If children have difficulty identifying the number of dots on the dice, roll and discuss one die as suggested in a Day 4 Extra Support tip.

Enrichment ■ If children excel at the dice game, try showing the two groups and then quickly covering them up. Can children remember the two groups and say which one had more or fewer?

123 Center Activity

Provide *small dot cards 1–10. Place cards face down on a table. Invite children to each choose one card. Ask children to compare cards and determine which card has more or fewer dots. Encourage children to continue selecting and comparing different cards.

*Printables provided

Family Child Care

Invite all children in your setting to use play dough to practice counting and learning about more and fewer. Draw or print two tree outlines for each child. Encourage children to use play dough to make "apples" for their trees. After children have made the "apples" and placed them on their trees, encourage them to count the "apples" and determine which tree has more apples and which tree has fewer apples. Encourage preschool-age children to place 10 or fewer apples on each tree. Encourage school-age children to place more than 10 apples on each tree to encourage counting and comparing higher numbers.

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WEEK 6

DAY 5

Respecting Our Differences

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Family differences

Children will understand that things they do with their families can be the same and different. Children will also understand some ways in which families are unique.

Key Concepts

Review: Unique

Materials Needed

Chart from Day 4

Optional Reading

The Great Big Book of Families by Mary Hoffman

Revised: 12/1/2025

BEGIN: We know that all families are unique. Remember, unique means that no two families are exactly the same. One way our family is unique is what we do together. What did you do with someone in your family last night?

[*Remind children that it can be something done at home or somewhere else.*]

EXPLAIN: Yesterday we talked about things we like to do with our family at our home or somewhere else. We recorded the things on a chart.

[*Display chart from Day 4. Read over each listed item.*]

Some of the things we like to do with our families are the same and some of them are different. Let's look at our chart and talk about which things are the same and which things are different.

[*Discuss whether items are the same or different. Example: "Jamaiya's family likes to go to the park. Destiny's family also likes to go to the park. Are these things the same or different?"*]

Now, let's talk about how our families may be the same or different. I am going to name some people who might be in your family. Point to yourself with both hands if the people I name are in your family.

ACT: [*Children may include themselves in the following questions.*]

If you have any boys in your family, please point to yourself with both hands.

[*Ask children to please put their hands down after you have commented on the number of children with boys in their family.*]

If you have any girls in your family, please point to yourself with both hands.

[*Ask children to please put their hands down after you have commented on the number of children with girls in their family.*]

If you have both boys and girls in your family, please point to yourself with both hands.

[*Ask children to please put their hands down after you have commented on the number of children with boys and girls in their family.*]

Many of us have boys and girls in our families. That is one way our families are the same.

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WEEK 6
DAY 5

Respecting Our Differences
continued

Social Studies

ASK: Do any of you have a pet in your family? Point to yourself with both hands if you do!

EXPLAIN: Some of us have pets in our family and some of us do not. That is one way our families are unique.

RECAP: Today we looked at our chart and talked about the things we like to do with our families. Some of us like to do the same things! We also talked about how our families are unique.

Scaffolding Tips

Extra support ■ Children may benefit from a brief demonstration of how to use both hands to point to self as a "yes" response to questions.

Enrichment ■ Invite children to tell about any cousins, aunts, or uncles they may have.

Center Activity

Provide a dollhouse and people figures. Encourage children to pretend the people figures are a family.

Family Child Care

Plan a special family day for parents and other members of each child's family. Consider meeting at a park for some family fun! During your special family day, take a photo of each child and his/her family. Give one copy of the photo to the child and make a family puzzle with a second copy of the photo. Cut apart the photo so that each person in the photo is one piece of the puzzle. Encourage all children to complete their family puzzles.

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WEEK 6

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will broaden their locomotor skills for galloping.

Key Concepts

Review: Gallop

Materials Needed

Table

Masking tape or similar tape

Small toys—1 per child

Item for signals

Also Promotes

Self-Regulation

Be Prepared: Today's activity is a non-competitive game involving pairs of children. Children will gallop to and from a table that holds small toys. Determine a start point and place the table at a reasonable galloping distance from the start point. Place masking tape on the start point. Select small appealing toys that children can easily hold in one hand while galloping. Arrange for a classroom adult or child with known galloping skills to help you demonstrate the game. The game will work best with a small group of children because it reduces the amount of time each pair needs to wait for a turn.

BEGIN: We are learning how to gallop. Let's all practice galloping to help us remember how to use our bodies in galloping.

ACT: [*Spread out children in your activity space and lead them in galloping for several minutes. Remind children to use one foot/leg for a large step, keep foot on the floor, and bring the other foot/leg forward. Provide "start" and "stop" signals. Encourage children to pay attention to others so they do not bump into each other. After offering the "stop" signal, gather children to describe how the game works. Point to the taped start point when you describe it.*]

EXPLAIN: Today we will play a game called *Gallop and Get*. We will each have a partner. Listen carefully as I describe how the game works:

- Each pair stands at our start point. One partner gallops to a table holding small toys; the other partner waits at the start point.
- The partner who gallops to the table picks up a toy from the table, holds the toy in one hand, gallops back to his/her partner, and hands the toy to his/her partner.
- The partner gallops to the table; the other partner waits.
- The partner who gallops to the table puts the toy on the table, gets a different toy, holds the toy in one hand, gallops back to his/her partner, and hands the toy to his/her partner.

The "gallop" part of our game is galloping to the table and then back to our partner. The "get" part of our game is getting a toy from the table. We carry the toy to our partner by galloping.

Our game will help us practice how to gallop. We are not trying to see which pair can gallop faster than other pairs. This is not a race.

ACT: (Adult helper) and I will show you how to play the game.

[*Describe each step as you demonstrate how the game works. Then form pairs of children. If you have a large activity space, you may be able to establish several start points. It is not necessary to use "start" and "stop" signals for the game.*

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Moving Our Bodies *continued*

Physical/ Health

You may wish to play the game so each pair has 2–3 turns. It may take at least one turn for children to become accustomed to how the game works.]

RECAP: Today we used our galloping skills to play a game called *Gallop and Get*. We played the game with a partner. Each of us had a turn to gallop and get a toy.

Scaffolding Tips

Extra support ■ Some children may not be ready to engage in a game. Encourage children to practice galloping and add some additional variety to the activity, such as taking a toy and galloping to put it in its place. ■ Explain that we are using classroom toys for our game. The toys belong to our classroom. The toys are not gifts to keep. ■ Offer periodic reminders, if necessary, that children are not trying to be the fastest; this is not a race. ■ Use the Extra Support tip suggested on Day 4 if children have difficulty remembering which foot/leg to put forward first. ■ Encourage children to make a quick decision (without rushing) about the toy they pick from the table.

Enrichment ■ Provide an option for children to tell their partner to gallop or march when they pass the toy item to their partner for returning to the table.

Center Activity

Form three-person teams outside for the *Gallop and Get* game. Another option is for children to take turns leading two other children in galloping around the playground.

Family Child Care

Invite school-age children to participate in the game. They may wish to help select toys for use in the game.

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WEEK 7 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Parts of sentences (Day 2)
- The name, sound, written form, and uses of the letter B (Days 2–5)
- A sentence is a group of words that gives us information (Days 2, 4)

Mathematics

Counting Things

- How to count and match equal groups of items (Days 1, 2, 5)
- How to verbally count to 10 and count backwards from 10 to 1 (Days 1, 3, 5)
- How to follow verbal instructions for counting actions (Days 4–5)

Self-Regulation

Using Self-Control

- Practicing how to wait patiently
  - Using a timer (Day 1)
  - Playing the *I Spy* game and saying the "Wiggle Rhyme" (Day 2)

Social-Emotional

Getting Along with Others

- Helping someone means doing something useful for someone (Day 3)
- Helping someone can make the person and ourselves feel good (Day 3)

Social Studies

Respecting Our Differences

- How to represent through drawing a special activity we like to do with someone in our family (Day 4)
- Grandparents and older family members (elders) are important members of a family (Day 5)

Creative Expression

Creating Art

- Different types of paints we can use to create a painting (Day 1)
- Different types of tools we can use to create a drawing, including crayons, pencils, chalk, and markers (Day 2)
- Using clay or dough to create art (Day 3)

Physical/ Health

Moving Our Bodies

- How to hop (Days 4–5)
- *Hoop Hop* game (Day 5)

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WEEK 7

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

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: 1–2 words (see Be Prepared)

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 7

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will match groups using one-to-one counting.

Key Concepts

Review: Count

Materials Needed

3–5 pencils

3–5 glue sticks

Optional Reading

How Many Snails?: A Counting Book by Paul Giganti, Jr.

BEGIN: We are learning to count things. Let's count to 10 while we take steps around the room. Counting tells us how many steps we've taken. Let's start by taking 10 big steps and counting them as we step.

[*Lead children as you count 10 big steps.*]

Now let's take 10 little steps and count them as we step.

[*Lead children as you count 10 little steps.*]

ACT: Today we will learn a new counting game. I will show you the game by telling you a story.

[*Choose three volunteer children to help with the story. Ask them to stand in front of the others.*]

- Once there were three children who were getting ready for the first day of kindergarten. They needed some supplies for school. They each needed one pencil to help them do their school work.
- How many children are standing here? (three) So, how many pencils do we need? (three)

  [*Count out a group of three and then hand each child a pencil.*]
- Each of the three children also needed one glue stick to help make things in school. How many glue sticks do we need? (three)

[*Count out a group of three and then hand each child a glue stick.*]

Let's take a look at our groups. How many children are standing here for our story? (three) How many pencils do we have? (three) How do you know? How many glue sticks do we have? (three)

Each child received the same number of things. Each child received one pencil and one glue stick. Three children needed some supplies for school. We needed three pencils and three glue sticks because we had three children getting ready for kindergarten.

[*Collect the pencils and glue sticks. Repeat the counting game with a different number of children. Limit the number to five.*]

RECAP: Today we counted the number of items needed for different groups of children getting ready for the first day of kindergarten.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children have difficulty understanding the game with three children in the group, use two children for the repeat of the game. ■ If children have difficulty understanding that each child receives one item, engage one or more children in counting and distributing the items. Provide a child (not a volunteer getting ready for school) with a group of five pencils. Ask the child to count the number of pencils with you (while pointing to each). Then ask the child to give one pencil to each of the three children getting ready for school. Ask the child how many pencils he/she gave to the group of children getting ready for school (three). Ask the child to collect the pencils from the group of three children getting ready for school. Ask the child to count this group of pencils with you (while pointing to each pencil). Emphasize that he/she handed out three pencils because there are three children getting ready for school.

Enrichment ■ Ask children to describe how the counting game is similar to getting a table ready for lunch or another meal. (one cup, one fork, one spoon, one napkin for each person)

123 Center Activity

Provide 2–3 ice cube trays, a large die, and small counters. Invite children to take turns rolling the die and placing the number of counters in the ice cube tray that corresponds with the number of dots on the die. Encourage children to count aloud the number of dots on the die each time they roll a number.

Family Child Care

Practice one-to-one counting during snack time. Invite preschool-age children to count the number of children present at the table. Ask children how many snacks are needed so that each person has a snack. Invite children to count together the number of snacks needed and distribute one to each child. School-age children may enjoy the challenge of determining how many snacks would be needed if each child received two.

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WEEK 7

DAY 1

Using Self-Control

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Self-control

Children will deepen their understanding of how to wait patiently for a desired item.

Key Concepts

New: Timer

Review: Self-control
Patient

Materials Needed

Novel toys—1 per child (see Be Prepared)

Timer

Assortment of 10–15 children's books

Revised: 01/31/2024

Be Prepared: Provide a highly desirable toy for each child in your room. A new toy children have not previously seen or played with may be particularly desirable. This activity involves children waiting to play with their desired toy. Have books available as an option for children to look at while they are waiting to play with their desired toy.

BEGIN: [*Invite children to sit in a large open circle or around a large table.*]

Last week we learned some things Cookie Monster did to wait patiently for a cookie. What was one of the things Cookie Monster did while waiting for a cookie? (sing, hum)

EXPLAIN: Today we are going to play the waiting game. Our game will help us practice how to be patient while we are waiting for something.

Each of you will get a toy. Please do not touch the toy until I say what to do next. Remember, we are practicing how to be patient. We are using self-control when we wait patiently for something.

ACT: [*Place books in the center of where children are sitting. You may wish to place an adult helper near or between children who may have a difficult time with self-control.*]

We will practice waiting by using what we are learning about how to wait patiently. We know that singing and humming can help us wait patiently.

I am going to put a toy in front of each of you. Remember, we don't want to touch the toy until we learn it is okay to stop waiting. Let's see how long we can wait to touch your toy! There are some books in front of you. You can choose to look at a book while you wait to touch your toy.

I have a **timer** we can use. A timer helps us know how long to wait for something.

Let's start by waiting 10 seconds to touch our toy. Ten seconds is a short time and I am sure we can wait for 10 seconds. The timer will tell us when we have waited 10 seconds. The timer will beep when 10 seconds is up and then we can touch our toy.

Let's try it!

[*Set the timer for 10 seconds. While children wait, remind them of Cookie Monster's ways of waiting for a cookie. When the timer goes off, invite children to explore the toy.*

After about 10 seconds, tell the children it is time to take their hands off of the toy.]

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Using Self-Control *continued*

Now, the waiting game is going to get a little harder! We are going to try to wait even longer! This time I am going to set the timer for 20 seconds. I am sure we can wait for 20 seconds to touch our toy!

Maybe it would help us to wait patiently if we looked away from our toy or pretended it was not in front of us.

[*Set the timer for 20 seconds. When the timer goes off, invite children to explore their toy.*

If time permits, offer a third waiting challenge:]

Now, the waiting game is going to get even harder! We will try waiting just one more time. This time let's see if we can wait 60 seconds to touch our toy. Sixty seconds is one minute of time.

Raise your hand if you think you can wait one minute to play with your toy!

[*Set the timer for 60 seconds. When the timer goes off, invite children to play with their toy.*]

ASK: We waited two (or three) different times to play with our toys.

- Did it get easier or harder to wait each time?
- What things did you do to wait patiently?

RECAP: Today we practiced waiting patiently. We set a timer several times and waited longer and then longer to play with our toys. Waiting can be hard, especially when we wait for something we want. We practiced some good ways to help us wait. (singing, humming, looking at books)

Scaffolding Tips

Extra support ■ If very young children cannot wait to play with their toy, invite children to explore it for a little bit before the activity begins. ■ If children are not familiar with the Cookie Monster, explain that Cookie Monster is a character on *Sesame Street* who loves to eat cookies. ■ If the 60-second wait is too challenging for children to manage on their own, engage the group in singing a familiar song. Point out that we are singing as a way to wait patiently. ■ If some children play with their toys before the time is up, positively acknowledge their situation and offer encouragement for next time. Example: "It's really hard to wait for something we want. Next time maybe you'd like to try singing or humming or thinking about something else while you wait. Maybe it would help to not look at your toy."

Enrichment ■ Ask children to offer tips to their peers on how to wait patiently.

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WEEK 7

DAY 1

Using Self-Control *continued*

Self-Regulation

Center Activity

Supply a board game such as *Connect Four*® or *Boggle Jr.*® Encourage patient waiting as children take turns. Ask children what things they are doing to wait patiently.

Family Child Care

Share the book *Llama Llama Red Pajama* with preschool-age children in your setting. Discuss how Llama Llama felt as he waited for his mama. Ask children to think of things Llama Llama could have done to help him wait patiently for his mama. Encourage school-age children to read the book to preschool-age children as preschool-age children mimic Llama Llama's actions and then pretend to wait patiently.

The activity is informed by the following source: Sesame Workshop (Producer). (2013). Sesame Street: The Waiting Game with Guy Smiley! [Video file]. Retrieved from https://www.youtube.com/watch?v=XsC2W587_Fc

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WEEK 7

DAY 1

Creating Art

Creative Expression

Be Prepared: Children will compare three different kinds of paint. Prepare samples of acrylic, watercolor, and tempera paints before the activity so the paint is dry for children to touch.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand some differences in paints used to create a painting.

Key Concepts

New: Painting

Materials Needed

Paint: acrylic, watercolor, tempera

Paper

Paintbrush

Adult smock

Dried samples of three kinds of paint (see Be Prepared)

BEGIN: [*Display a paintbrush and paper used in your classroom for painting.*]

ASK: What do we call these items? (paintbrush, paper)

EXPLAIN: A paintbrush and paper are two of the things we use to create a painting.

Let's find out what I might be able to do with a paintbrush and paper.

ACT: [*Use the paintbrush to briefly pretend to "paint" something on the paper but do not use paint.*]

ASK: [*Display the "art."*]

- What do you see? (nothing)
- Is there something missing? (paint)
- Can an artist create art with just a paintbrush and paper? (no, need paint)

EXPLAIN: Art that is created with paint is called a **painting**. There are different kinds of paint that artists can use to do a painting.

Let's look at three different kinds of paint that artists may use to create a painting.

Before I begin to paint, I need to put on my smock.

ASK: Why should I wear a smock when I am painting?

[*As you put on the smock, remind children how to properly fasten it.*]



ACT: [*Make a few strokes of the acrylic paint on paper.*]

The first paint leaves a lot of paint on the paper.

What can you tell us about this kind of paint? (thick, etc.)

[*Make a few strokes of the watercolor paint on a separate sheet of paper.*]

What can you tell us about this kind of paint? (smooth, watery)

[*Point to the watercolor sample as you describe it below.*]

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Creating Art *continued*

Creative Expression

This kind of paint looks thinner. It looks watery. The colors are not as easy to see as in the first paint.

[*Make a few strokes of the tempera paint on a third sheet of paper.*]

This kind of paint is smooth and soft. We use this kind of paint in our classroom because it comes out of our clothes easier and dries fast so we can take our artwork home sooner!

Let's look at the three kinds of paint after they have dried.

[*Display three samples of dried paint. Pass around each sample and invite children to touch each. After children have touched the samples, point to paint samples as you ask children to compare paints. Example: "How is this paint different from this paint?"*]

RECAP: We need paint to create a painting. Today we looked at three different kinds of paint. We talked about how the paints were different.

Scaffolding Tips

Extra support ■ If you anticipate a comparison of three different types of paint may be too challenging, use two paints. Acrylic and watercolor offer a good contrast for looking at differences. ■ If you have paintings done by children in any of the paints demonstrated, display and describe samples as part of your description and discussion of the paints. ■ Some children may describe color differences when comparing the paints. Encourage them to also look at paint thickness/thinness and texture (bumpy, smooth).

Enrichment ■ Encourage children to think about why the paints may look different. (more water in watercolor, less water in acrylic) ■ Share the names of the paints used in the activity: acrylic, watercolor, tempera.

Center Activity

Provide children with acrylic, watercolor, and tempera paint and paintbrushes. Encourage children to use the different types of paint on paper. As children paint, draw attention to differences in the kinds of paint. Example: "Laura's paint looks watery and smooth. Maggie's paint looks different. What looks different about Maggie's paint?"

Family Child Care

School-age children may be eager to join preschool-age children in your setting in using different kinds of paint. Encourage children to make a painting using two or three kinds of paint.

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WEEK 7

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Print knowledge

Letter knowledge

Children will understand the concept of a sentence. Children also will identify and name the letter B.

Key Concepts

New: Sentence
Period

Review: Words
Uppercase
Lowercase
Book

Materials Needed

Chart paper

Marker

*Letter B card

Children's name cards

List of children's first names (see Be Prepared)

*Printables provided

Be Prepared: Prepare a list of the first names of children in your classroom. An existing list of names such as name cards used for a helper chart may work. The intent is for all children to be able to see the first names of children in the room as part of the activity described below. This list will be used on each Day 2 and Day 4 that introduces or reviews a letter.

BEGIN: Today we are going to work with words. Remember, words tell us important information about something.

ASK: Who remembers what words are made of? (letters)

EXPLAIN: Remember, some words are short with just a few letters. Other words are long with many letters.

We know there are lines of words in books and other things we read.

ACT: I am going to write a line of words on our chart paper.

[*Write the sentence "We like to play" or a short sentence of your choice with simple words.*]

I wrote, "We like to play."

[*Point to each word as you read the sentence aloud.*]

Remember, when we read a line of words we go from one side to the other.

[*Point to the sentence using a left-to-right motion with your arm and hand.*]

This line of words is called a sentence. Let's say that word together: sen-tence.

A **sentence** is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

Let's count together how many words are in our sentence.

[*Point to each word as you lead children in counting.*]

EXPLAIN: There are four words in this sentence.

Look at how there is a space between each word. Here is a space, here is a space, and here is a space.

[*Point to the space between each word.*]

The spaces tell us these are separate words. Here is our first word. Here is a second word. There is our third word. Here is our fourth word.

[*Point to each word.*]

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Understanding Letters *continued*

ACT: Let's all clap one time for each word. I will read the sentence while we clap once for each word.

[*Lead children in clapping once for each word as you read the sentence.*]

How many times did we clap? (four)

We clapped four times because there are four words in our sentence. Let's say our sentence together.

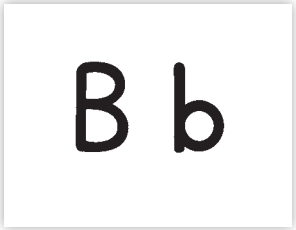
EXPLAIN: Let's look at the end of our sentence. Do you see the small dot after the last word of our sentence?

[*Point to the period.*]

This is called a period. The **period** tells us where the sentence ends. The sentence stops at the period.

Now we are going to learn about a letter of the alphabet. We know there are many letters in the alphabet.

[*Display letter B card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter B. We can write the letter B in two ways. We can write the letter B like this.

[*Demonstrate writing an uppercase B on the top of a chart paper.*]

This is an uppercase B. Remember, uppercase letters are the big letters of the alphabet.

We can also write the letter B like this.

[*Demonstrate writing a lowercase b on the top of a chart paper.*]

This is a lowercase b. We know that lowercase letters are the small letters of the alphabet.

We are learning about books. We know that a book is something we read. A book has pages and a cover. Book is a word that starts with the letter b. I will write this word on our chart. I am going to write the word "book" with a lowercase (small letter) b.

[*Say each letter as you write the word. Emphasize b.*]

Let's all say the word "book."

[*Invite a volunteer child to point to the letter b in the word "book."*]

Now, let's look at the very first letter of our name. Pop up if you have the letter B at the beginning of your name. Names begin with a big (uppercase) letter.

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Understanding Letters *continued*

Language/ Literacy

[*Encourage children to look at their name cards. Say the first names of children who have a B at the beginning of their name. If there are children whose name begins with the letter B but do not stand, point to the letter B in their name card. Compare the letter B in their name as you hold the letter B card next to their name card.*

If no one in the group has a first name beginning with the letter B, say "No one popped up because no one has a name that starts with the letter B." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with a letter B.

If a child indicates there is a letter B in his/her name but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter b that appears somewhere else in a child's name.]

RECAP: Today we learned that a sentence is a group of words that gives us information or tells us what to do. There was a period at the end of our sentence. What does a period tell us? (where a sentence ends)

We also learned about the letter B. What is a word that begins with the letter b? (book, perhaps the name of a child in your group)

Scaffolding Tips

Extra support ■ Write and say a second short sentence on the chart paper (example: "The name of her dog is Buster.") and lead children in counting the number of words. Point out the spaces between words and lead children in clapping once for each word. Also point out the period and remind children this small dot means the end of a sentence. Explain that the dog's name (Buster) starts with the letter B. ■ Show children a sentence in a book. Point out the punctuation at the end.

Enrichment ■ Introduce and define "punctuation" if children readily understand a period. Explain that all sentences end with punctuation.

Center Activity

Provide books with complete sentences (not single words on a page). Encourage children to look for sentences and periods.

Family Child Care

Consider using books with simple sentences that you read to toddlers and infants in your setting as tools for preschool-age children to practice pointing out spaces between words. School-age children may enjoy saying the letters in simple words or clapping their hands to represent each letter.

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WEEK 7

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will use one-to-one counting to set out items for a pretend breakfast for three bears.

Key Concepts

Review: Equal

Materials Needed

Goldilocks and the Three Bears by Parragon Books

3 bowls

3 cups

3 spoons

3 play food items (same kind)

3 napkins

Also Promotes

Language/Literacy

Optional Reading

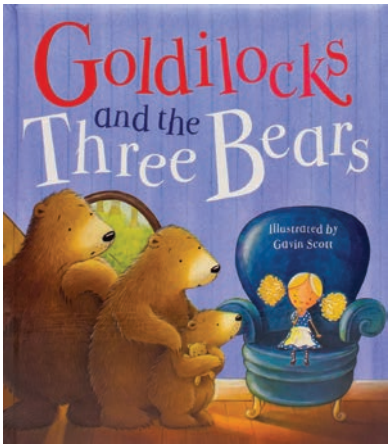
Fiesta by Ginger Foglesong Guy

BEGIN: Let's count how many people are in our small group today. Each time I point to a person we will say a number.

[*Lead children in counting each person in the group. Point to or lightly tap each child on the shoulder as you count aloud.*]

How many children do we have in our small group today? The last number we counted is the number of children in our group.

ASK: How many toy bears would we need if we wanted to give a toy bear to each child in our group?



ACT: Today we will read a book about three bears in a family. Our book is called *Goldilocks and the Three Bears*.

[*As you read the book, engage children in counting the three bowls, spoons, chairs, beds, and bears.*

Set out three bowls on a table where children can see them.]

We have three bowls set out on the table. Let's count them.



[*Encourage children to together count aloud the number of bowls.*]

We are going to pretend to make breakfast for the three bears. Each of the bears needs a spoon.

- Who would like to put a spoon by each bowl?

  [*Choose a volunteer child to place a spoon by each bowl.*]

- How many spoons did we put out?

We have the same number of spoons as we do bowls! Our number of bowls and number of spoons is equal. Remember, equal means they have the same amount. We have three of each thing on our table.

Now, let's put out one cup for each bear.

[*Invite volunteer children, one at a time, to put one cup next to each bowl. Continue inviting children to set out other identical items, one for*

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Counting Things *continued*

each bear. Examples: The same kind of play food item for each bowl, the same kind of napkin.]

RECAP: Today we practiced our counting by pretending to make breakfast for the three bears. We placed one of each item at each bowl. Each group of items was equal. That means each group had the same amount.

Scaffolding Tips

Extra support ■ Share with children that porridge is a warm breakfast cereal like oatmeal. ■ If children have difficulty matching items to bowls, use a smaller number of bowls.

Enrichment ■ Use different kinds of food items to place at each setting. Example: Three different food items such as a piece of bacon, egg, and toast. Encourage children to focus on the number of items, not differences in food characteristics. ■ Try the activity again with a different number of bowls. As children create groups of items, emphasize that each group of items is equal. Each group has the same amount.

123 Center Activity

Supply *small numeral cards 1–5 and clothespins. Invite children to count the dots and put the corresponding number of clothespins on each card.

*Printables provided

Family Child Care

Invite children to practice their one-to-one counting by helping you get ready for lunch. Count the number of children present in your setting and place that number of napkins on the table. Then invite each preschool-age child to set the table with enough of a given item for one per child. Example: "Emily, there are five napkins at the table. Can you please place a spoon next to each napkin?" Later, invite school-age children to take turns reading *Goldilocks and the Three Bears* as preschool-age children set the table for each bear.

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WEEK 7

DAY 2

Using Self-Control

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Self-control

Children will strengthen their understanding of how to wait patiently.

Key Concepts

Review: Patient

Materials Needed

None

BEGIN: We are learning how to wait patiently. Remember, when we are patient, we wait our turn without getting upset and without complaining.

EXPLAIN: Last week we learned some things we can do while we wait patiently.

ASK: Who can tell us about one of the things we learned to do while we wait? (singing, playing with another toy, saying a quiet rhyme)

EXPLAIN: Today we will learn another quiet thing we can do while we are waiting patiently.

When we are waiting patiently we can quietly play *I Spy* with our neighbor. Let me show you.

[*Demonstrate quietly playing I Spy with another adult. Example: "I spy something big and brown on the floor. What is it?" Take turns as you demonstrate.*]

ACT: Let's practice waiting patiently while we play *I Spy* with our neighbor. Remember, we need to play the game quietly.

[*Encourage children to play I Spy with a neighbor for approximately 30-60 seconds. If there is an odd number of children, play with the remaining child.*]

EXPLAIN: Now let's practice the rhyme we learned last week. We can say the rhyme quietly while we are waiting.

[*Lead children in quietly saying the "Wiggle Rhyme" as they do the hand motions.*]

RECAP: Sometimes we need to wait patiently in our classroom or with our family. It can be hard to wait. Today we practiced two ways to keep our minds and bodies focused while we wait.

Wiggle Rhyme

Hands on hips and hands on toes,

Hands on head and hands on nose.

Wiggle, wiggle, 1, 2, 3…

I can wiggle quietly.

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WEEK 7

DAY 2

Using Self-Control *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Remind children to do each activity quietly, if necessary.

Enrichment ■ If children think of other things to do while waiting, encourage them to share their ideas. These may be additional strategies that can be practiced and used by all children.

Center Activity

Provide children with items for a pretend grocery store. Encourage children to use some of the waiting strategies learned while waiting in line to purchase items. Encourage children to think of things they can do while waiting for longer and longer periods of time.

Family Child Care

Play a fun game that helps preschool-age children practice patience. Invite children to line up next to each other. Give them each a straw and a craft pom-pom. When you say "go," encourage children to move the pom-pom across the floor using only air blown through the straw. When children have moved their pom-pom to a specific location, recognize their patience and hard work in moving the pom-pom. School-age children may enjoy playing the game as a race to see who can get their pom-pom to the location first.

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WEEK 7

DAY 2

Creating Art

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Skills that support creative expression

Children will understand different types of tools used to create a drawing.

Key Concepts

New: Drawing

Review: Painting

Materials Needed

*4 pictures as shown

Crayons

Colored Pencils

Chalk

Markers

White drawing paper

Gallon ziplock bags (see Be Prepared)

Also Promotes

Physical/Health

*Printables provided

Be Prepared: Prepare for each pair of children a one-gallon ziplock bag with the following contents: two pieces of white drawing paper, two crayons, two colored pencils of the same color, two markers of the same color, and two pieces of chalk of the same color.

BEGIN: We are learning about things an artist can use to create art. We know that different kinds of paint may be used in a painting. Remember, art that is created with paint is called a painting.

EXPLAIN: Today we will talk about tools that can be used to create a drawing. A **drawing** is a picture created on paper using a pencil or marker or some other tool that is shaped like a stick.

[*Display four pictures of drawings, one at a time, and hold up the tool used to create the drawing after you ask children their ideas.*]



EniBogdani123/wikimedia/(CC BY-SA 3.0)





Gwenn Seemel/flickr/(CC BY 2.0)



Lily Coyote/flickr/(CC BY-NC-ND 2.0)

ASK:

- What do you think was used to create this drawing? (colored pencils)
- What do you think was used to create this drawing? (crayons)
- What do you think was used to create this drawing? (markers)
- What do you think was used to create this drawing? (chalk)

EXPLAIN: Each kind of drawing tool looks different on paper. Let's find out for ourselves what each tool looks like on paper.

[*Display a prepared bag of drawing tools.*]

I have some bags of different tools that can be used to create a drawing.

[*Remove, display, and describe each tool in the bag.*]

We can see what each tool looks like when we use it on paper.

We are going to work with a partner. Each pair will get one bag of tools.

ACT: [*Arrange children in groups of two. Distribute the prepared bags.*

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Creating Art *continued*

Creative Expression

Invite children to use the different tools to draw lines on their piece of paper. Some children may wish to draw a picture of something.

Encourage children to try using different tools. Example: "Amanda and Talina are using the chalk, colored pencils, and markers. Remember to try the crayons, too!"



Encourage children to notice and describe differences in the marks made by the drawing tools.]

RECAP: Today we learned about different tools that can be used to create art. We used colored pencils, markers, chalk, and crayons.

Scaffolding Tips

Extra support ■ Demonstrate drawing a line if children seem uncertain about your request to draw a line. The line can be of any length and does not need to be straight. ■ If a child or children appear to have difficulty noticing differences in how each drawing tool looks different on paper, encourage the child(ren) to focus on two of the tools, especially tools that offer contrasts in the thickness of lines.

Enrichment ■ Encourage children to think about how a tool might look on different types of paper. Example: "What would a marker look like on smooth paper? What about rough paper?" ■ Explain that another word for the drawing tools is "medium." ■ To ensure children have experience with a range of materials, you may wish to set a timer and invite children to use each tool for one minute.

Center Activity

Provide paper, crayons, colored pencils, markers, and chalk for children to use as they continue to explore different drawing tools.

Family Child Care

Invite school-age children in your setting to join preschool-age children to create drawings from crayons, colored pencils, markers, and chalk. Encourage children to sort the drawings by tools used to create the drawings. Hang the drawings by type of tool.

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WEEK 7

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: Uppercase

1–2 words in book introduced on Day 1

Materials Needed

*Letter B card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter B card.*]

B b

What is the name of this letter?

[*Point to the uppercase letter B on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter B?

We know that uppercase letters are the big letters of the alphabet.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 7

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will count items.

Key Concepts

Review: Count

Materials Needed

Ten Little Fish by Audrey Wood

Also Promotes

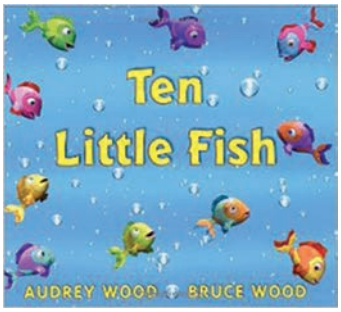
Language/Literacy

BEGIN: Let's count and clap 10 times. We will clap once for each number we count.

Now, let's stomp 10 times and count each time we stomp! When we count, the number tells us how many times we've clapped or stomped.

ACT: Today we will read a counting book called *Ten Little Fish*. We will practice counting while we read the book. Our book will help us learn to count to number 10 and then backwards from number 10 to number one.

[*Display book. Point to the title as you read.*]



The author of this book is Audrey Wood and the illustrator is Bruce Wood. Let's start by counting the fish on the cover of the book.

[*As you read the book, point to the text so that children can see a connection between your spoken words and the text. Pause on each page to count the fish in each picture. Example: On the page with the nine little fish swimming 'round a crate, "Let's see how many fish are swimming." Encourage children to count along with you. After you count the fish on each page, say aloud the final number.*]



RECAP: Today we read a counting book called *Ten Little Fish*. We practiced counting the number of fish on each page. We even counted backwards from 10 to one! Let's hold up 10 fingers and count them!

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Counting Things *continued*

Scaffolding Tips

Extra support ■ As you count to 10 and back, observe children to look for understanding in counting. Count slowly if children seem hesitant. Encourage children to repeat each number after you. ■ If children ask about love (mentioned in book), explain that love is when you care a lot about someone.

Enrichment ■ As you count to 10, invite children to try a rhythmical pattern. Ask children if they can think of two motions to use when counting. Example: Children alternately clap and stomp each time they say a number when counting to 10.

123 Center Activity

Provide dice, beads of different colors, and string. Invite children to string the beads and make a necklace by rolling a die to see how many of a certain color to put on the string. Encourage children to take turns using a different bead color each time they roll a die until the string is full. Invite children to take their necklaces home and count different colored beads for their families!

Family Child Care

Share *Ten Little Fish* with all children in your setting. Provide each preschool-age child with 10 fish manipulatives or a substitute such as 10 felt fish. Encourage preschool-age children to place 10 fish in front of them. As you read the book, invite them to remove one fish each time a fish leaves in the book. Then, encourage children to count the remaining fish. School-age children will enjoy using manipulatives to act out the story as you read.

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WEEK 7

DAY 3

Getting Along With Others

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand that helping others means we do something useful for someone.

Key Concepts

New: Help

Materials Needed

The Mitten Tree by Candace Christiansen

Also Promotes

Language/Literacy

BEGIN: Today we are going to learn about helping others. There are many different ways we can be helpful. We could open the door for someone, or show someone how a game works, or help a friend put away things during clean-up time, or help a parent prepare a meal.

ASK:

- When did someone help you do something?
- What happened?

EXPLAIN: To **help** means to do something that makes things easier or better for someone. The person we help feels good when we are helpful and we feel good too!

We are going to read a book that will help us think about helping another person. Our book is called *The Mitten Tree*. The author is Candace Christiansen and the illustrator is Elaine Greenstein.

ACT: [*As you read the book, emphasize pictures and text related to the questions below.*]



ASK: [*After reading the book:*]

- Why was the boy wearing blue not playing with the other children? (he didn't have any mittens)
- How did Sarah help the boy? (she made him mittens)
- How did Sarah help the other children with no mittens? (she made them mittens)

  [*Display page with two children wearing new mittens.*]
- How do you think the new mittens made the children feel? (happy)
- What did Sarah find on her porch when she returned from the mitten tree? (a basket of yarn)
- What did Sarah do with the yarn in the basket? (made more mittens)
- Have you ever helped someone? Tell us about it.

RECAP: Today we read a book about how a woman named Sarah helped some children who needed mittens. We learned that when we help someone, we do something useful for another person or a group of people. We also learned that helping others makes them feel good and makes us feel good. How can we help someone in our classroom? How can we help others at home?

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WEEK 7

DAY 3

Getting Along With Others *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ As you read, define novel words in the book such as lane and linger. Lane: a narrow road; Linger: to be slow.

Enrichment ■ Ask children how many people helped others in the book. (Two: Sarah and the person who leaves yarn) ■ Invite children to think about who may have given Sarah the yarn in the basket.

Center Activity

Encourage children to think of ways they can be helpful to others during center time. Examples: help clean up a center, help get someone supplies, help someone with a puzzle. Each time they are helpful, encourage them to say aloud "I am helpful!"

Family Child Care

Encourage children to be helpful to others by organizing a collection of food to take to a local food pantry or clothing to take to a local shelter. If possible, take the children along when donating the items.

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WEEK 7

DAY 3

Creating Art

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Skills that support creative expression

Children will understand how to use clay or dough to create art.

Key Concepts

New: Clay
Dough
Mold

Review: Painting
Sculpture

Materials Needed

Commercially available or homemade dough or clay (see Family Child Care)

*1 picture as shown (from Week 1, Day 1)

Also Promotes

Physical/Health

*Printables provided

Be Prepared: Note that dough or clay needs to be made in advance of the activity. Prepare or provide enough clay or dough for each child to make one sculpture. You may wish to use commercial play dough. Commercial play dough is not a good choice for sending home children's work; it will harden but also crumble. After introducing the words "clay" and "dough," the activity plan uses the word "clay" to avoid repeated use of the phrase "clay or dough."

BEGIN: We are learning about the kinds of items an artist can use to create art. We know that different kinds of paint can be used to create a painting. We also know there are different kinds of drawing tools like colored pencils and markers.

EXPLAIN: Today we will learn about making art from clay or dough.

[*Display a handful of clay/dough.*]

Clay or **dough** can be molded with an artist's hands or other tools used to create art. When we **mold** something, we press or form it into a particular shape. Clay or dough becomes hard when it dries.

ACT: [*Mold the clay/dough in your hand into a simple shape. Display and describe your creation. Then distribute some clay to each child.*]

Let's mold a handful of clay in different ways.

- Let's mold our clay into a ball.
- Let's use our hands to mold our clay into a rope.
- Let's mold our clay into a pancake.
- Now each of us can use our hands to mold our clay into whatever we want.

EXPLAIN: Remember, the kind of art made from clay or stone or some other material that we can carve or mold is called sculpture. There are many types of sculptures. We will mold our clay into a sculpture.

[*Display and describe picture of children creating sculptures.*]

RECAP: We are learning a lot about how to create art. Today we molded some clay into different things. We are artists!



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WEEK 7
DAY 3

Creating Art *continued*

Creative Expression

Scaffolding Tips

Extra support ■ At the beginning of the activity, invite children to touch, feel, and push gently on the clay/dough if they have had no or limited experience with clay/dough. ■ If children are having difficulty molding the entire piece of clay you provided, invite them to take a little piece of clay and press it flat between their hands and then create other shapes.

Enrichment ■ Children with good self-regulation skills and openness to someone else touching their body may enjoy taking turns "molding" the body of a peer. Example: crossing a peer's arms in front of his/her body.

Center Activity

Provide clay or dough from the main activity for continued practice opportunities. Provide small plates or pieces of cardboard for children to place their sculptures on to dry.

Family Child Care

Make different types of homemade dough. Several recipes use heat, which may be easier to access in your setting. Or, you can place the sculptures in the oven to dry faster, and then they can be painted. Make enough dough so that each child can have enough to create at least one sculpture.

Uncooked Dough/Clay Recipe

Ingredients/Materials:
- 1 cup water
- 4 cups flour
- 2 to 4 tablespoons of cooking oil
- 1½ cups of salt
- Food coloring, etc. (if desired)
- Large mixing bowl

Directions:
- Pour water into large mixing bowl
- Add food coloring, if using, and stir well
- Add flour and salt
- Stir to blend all ingredients
- Add 2 to 4 tablespoons of oil or more if it seems too dry
- Add glitter, if using
- Knead with hands until mixture is well blended

Ingredients and directions to make homemade dough from http://www.pbs.org/parents/crafts-for-kids/no-bake-play-dough/

Cooked Dough/Clay Recipe

Ingredients/Materials:
- 2 cups salt
- 2/3 cups water
- 1 cup cornstarch
- 1/2 cup cold water
- Saucepan

Directions:
- Stir salt and water in a saucepan over heat 4–5 minutes
- Remove from heat; add cornstarch and cold water
- Stir until smooth; return to heat and cook until thick
- Allow the dough to cool, then shape as desired
- When dry, decorate with paint, markers, glitter, etc.
- If you like, finish with clear acrylic spray or clear nail polish
- Store unused clay in a ziplock bag

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WEEK 7

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: Beginning this week, Day 4 of each week that introduces a letter offers four picture cards that show different items that begin with the week's target letter. Select two of the four cards for inclusion in the activity. Pictures of items that are likely to be familiar to some or many children in your group are best; the intent is to emphasize the beginning letter of the pictured item. You may wish to use the other two cards as Extra Support (see Scaffolding Tips). This week also begins the use of letter journals on Day 4. See the *ELM User Guide: 3–5 Years* for suggestions on efficiently distributing and collecting the journals, and on approaches to helping children write a letter or part of a letter.

Skill and Goal

Print knowledge

Letter knowledge

Children will understand the difference between single words and sentences. Children also will understand the sound of the letter B.

Key Concepts

Review: Sentence
Period

Materials Needed

- Chart paper
- Marker
- *Letter B card
- Chart from Day 2
- *4 letter B picture cards
- Children's letter journals
- Writing tools—1 per child
- List of children's first names

*Printables provided

BEGIN: Today we are going to work with words in sentences again. We know that a sentence is a group of words that gives us information.

ACT: I am going to write a sentence on this chart paper.

[*Write on a chart paper the sentence "Look at the sky." Read each word as you write it.*]

How many words are in this sentence? (four)

Let's clap once for each word as I read the sentence.

How many times did we clap? We clapped four times because there are four words in our sentence.

EXPLAIN: Remember, a sentence has a space between each word.

[*Point to the space between each word.*]

Here is a space, here is a space, and here is a space. The spaces tell us these are separate words.

[*Point to each word.*]

Here is our first word. Here is a second word. There is our third word. Here is our fourth word.

ASK:

- What do you see at the end of the sentence? (period)
- What does a period tell us? (we are at the end of the sentence)

EXPLAIN: Let's learn more about the letter B.

[*Display letter B card.*

If a child(ren) whose name begins with the letter B was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter B when you say the name.]



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Understanding Letters *continued*

Maybe someone in our group has the letter b somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase b and it will look like this.

[*Point to the lowercase b on the letter card.*]

Pop up if you have the letter b somewhere else in your name (not at beginning).

[*If a child has the letter b somewhere else in his/her name, point to the name and to the letter b on the list of children's first names so all children can see the name and the letter b.*]

ASK: Who remembers our word that begins with the letter B? (book)

ACT: The letter B says /b/ just like in the word "book." /b/, /b/, book. Let's say that together: /b/, /b/, book.

I have two pictures of things that begin with the letter b. I wonder what they could be.



Andrew Nicholson/flickr/(CC BY-NC 2.0)



William Cho/flickr/(CC BY-SA 2.0)





[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says bear. The letter b is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think about some other words that start with the letter B and write them on our chart. Remember, the letter B says /b/, /b/.

[*Help children by suggesting other words that start with b. Examples: bat, beaver, bull.*

Invite one or more volunteer children to find the letter b on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to make the uppercase letter B on your chart paper.]

We use three lines to make an uppercase B. One line goes up like this. Another line is curved like this. The third line is curved like this.

[*Give each child his/her letter journal.*]

Now we are going to write the letter B in our letter journal. Please write the uppercase (big) letter B in your journal. Write as much of the letter as you can.

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WEEK 7

DAY 4

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we learned more about a sentence. We remembered that a sentence is a group of words that gives us information.

We also learned that the letter B says /b/ just like in the word "book." We made the uppercase (big) letter B in our letter journal. Let's say together the sound the letter B makes (/b/).

Scaffolding Tips

Extra support ■ Write and say a second short sentence on the chart paper (example: "We like to bake cookies.") and lead children in counting the number of words. Point out the spaces between words and lead children in clapping once for each word. Also point out the period and remind children this small dot means the end of a sentence. Repeat the sentence and ask children which word begins with the /b/ sound. ■ Use one or both of the picture cards not selected for inclusion in the main activity to help children understand the first letter of the pictured animal or item. ■ Show children longer and shorter sentences in a book. Count the number of words in each sentence. ■ After demonstrating how to make an uppercase B, turn your back to children and lead them in making the letter B in the air with their arms and hand.

Enrichment ■ Encourage children to write the first letter of their name at the bottom of their paper. Some children may be able to write more than the first letter. Be sure to positively recognize all forms of writing including scribbles, letter-like scribbles, and initials. ■ During the use of picture cards, ask whether the first letter of the word on the card is an uppercase or lowercase letter. ■ Some children may be interested in your demonstrating and describing how to make a lowercase b. Example: "We use two lines to make a lowercase b. One line goes up like this. The second line is curved like a circle."

Center Activity

Invite children to look for single words and sentences in the classroom. As children find sentences, ask them to show you where the sentences end. How do they know?

Family Child Care

Practice words and letters during outdoor play. Say aloud a simple 4–5 word sentence. Write the sentence with sidewalk chalk where children can see it. Invite children to hop, jump, or kick each time you say a word. Invite school-age children to hop, jump, or kick for each letter as they spell their name aloud. Children may also enjoy working in pairs as they pat their hands together for each word in a sentence or letter in a word.

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WEEK 7

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will follow verbal requests for counting actions.

Key Concepts

Review: Count

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: Let's count to seven on our fingers. We know that when we count, we say our numbers to find out how many. Let's hold up each finger and count each one as we go along. We know to stop counting when we get to number seven.

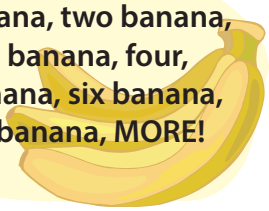
[*Lead children in counting to seven on their fingers.*]

EXPLAIN: Let's learn a counting poem that we can say with our fingers. It's called "One Banana."

ACT: [*Teach "One Banana" and encourage children to use their fingers while they recite the poem. Hold up one finger each time a banana is counted.*]

One Banana

One banana, two banana,
Three banana, four,
Five banana, six banana,
Seven banana, MORE!



How many bananas do we have? (seven)

Today we will play *Simon Says*. We need to listen carefully to the numbers Simon uses in his requests. I will be Simon. Let's practice.

- Simon says stomp two times.
- Simon says clap four times.

[*When you play Simon Says, use only the number of actions that children can readily reach. Each action should include a number. Keep the actions the same during this introductory use of the game. You may wish to mix actions, such as jump two times and clap one time, at a later point when children have mastered the basics of the game.*]

RECAP: Today we learned a counting poem. What did we count? (bananas) We also played *Simon Says*. Simon used numbers when he asked us to do something. We counted as we did what Simon asked us to do.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children have difficulty doing the *Simon Says* requests, start with groups of one or two actions.

Enrichment ■ After reciting "One Banana," explain that some of the words in our poem rhyme. Remember, when words rhyme they sound alike at the end of the word. What number in our poem rhymes with the word "more"? ■ Invite several children to take turns being the leader of *Simon Says*. Encourage the leader to use the same action but change the number of times it is to be done. ■ If children are readily following the number requests, add challenge by asking children to stand still if Simon does not say "Simon says" with the request. Example: "Jump one time. Did you jump one time? Simon didn't say to jump one time!"

123 Center Activity

In the block center, encourage children to build a structure with a given number of blocks. Then, encourage children to build two or more structures with an equal number of blocks. Invite children to count the blocks in each structure together. Are they equal?

Family Child Care

Play *Simon Says* with all children in your setting. Split children into two groups. Preschool-age children can be asked to do 2–4 actions and school-age children can do more actions.

The "One banana, Two bananas" song is an adaptation of "One Potato, Two Potato" nursery rhyme published in the following source: Arenson, R. (1998). *One, two, skip a few*: First number rhymes. Brooklyn, NY: Barefoot Books.

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WEEK 7

DAY 4

Respecting Our Differences

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Family differences

Children will deepen their understanding that all families are unique.

Key Concepts

Review: Family

Materials Needed

Paper—1 per child

Drawing tools

Revised: 12/1/2025

Looking Ahead: Make plans for family members to visit for two different family-related topics in the near future. First, invite a member(s) of all families to participate in a Family Share Day on Week 9, Days 4 and 5 to help strengthen children's understanding of how families are unique. Encourage family members to talk about what their family likes to do together. You may wish to organize several Family Share Day occasions if you anticipate a high level of participation.

Second, invite families to bring an item or a picture of an item that is special to their family to display on the Family Shelf that will be launching Week 9 Day 4.

BEGIN: We are learning many things about families. We know that a family is a group of people and all families are unique.

EXPLAIN: Today we are going to make a class book about a special thing you like to do with someone in your family. You will each get to draw a picture of you doing something special with someone in your family. Then you will have a chance to tell us why it is special. When we are done with our pictures, we will put them together to make a book.

ACT: [*Give each child a piece of paper and drawing tools. Invite children to draw pictures of themselves doing something special with someone in their family. As children draw, ask them why it is special. Take dictation at the bottom of the page.*

When the children have finished, compile the pages into a book.]

RECAP: Today we talked more about what makes our families unique. We drew a picture of ourselves and a family member doing something that is special.

[*If time permits, invite children to describe their page of the class book.*]

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WEEK 7

DAY 4

Respecting Our Differences
continued

Social Studies

Scaffolding Tips

Extra support ■ Encourage children who find drawing to be a challenging task to use circles and/or lines to represent a face/body. ■ Demonstrate for children how to describe their page with others, if necessary.

Enrichment ■ Ask children to tell more about the activity. Examples: "How does it work?" "How often do you get to do this activity?"

Center Activity

In the housekeeping center, encourage children to pretend they are members of a family or supply dolls that can act as family members. If available, add a variety of clothing or play food items.

Family Child Care

Teach all children in your setting the following song. As you sing the song say a child's name and then invite the child to end the song with the name of someone they live with. You may also wish to invite school-age children to share the book *Families, Families, Families!* by Suzanne and Max Lang with preschool-age children.

We All Live in a Family
(Sing to the tune of "Here We Go Round the Mulberry Bush")

We all live in a family,
a family, a family,
We all live in a family,
and ___ lives with ___.

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WEEK 7

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large Group

Be Prepared: Use the provided template to cut out 12 footprints. Arrange the footprints on the floor of your activity space, using the pattern shown in the illustration. Provide two sets of the pattern, if space permits. When you space the footprints on the floor, keep in mind that the four footprints are a guide for walking and the two footprints are a guide for taking two hops. Also, children may move beside the path, not on the actual footprints.

Skill and Goal

Motor development

Children will strengthen their locomotor skills for hopping.

Key Concepts

New: Hop
Balance

Review: Forward
Backward

Materials Needed

*Footprint template (see Be Prepared)

Masking tape or similar tape

Item for signals

Also Promotes

Self-Regulation

*Printables provided

BEGIN: We are practicing different ways to move our body. We know how to walk, march, and gallop. Today we will practice another way to move our body.

ACT: [*Use one foot/leg to demonstrate hopping.*]

ASK: What am I doing? (hopping)

EXPLAIN: [*Demonstrate as you describe the following:*]

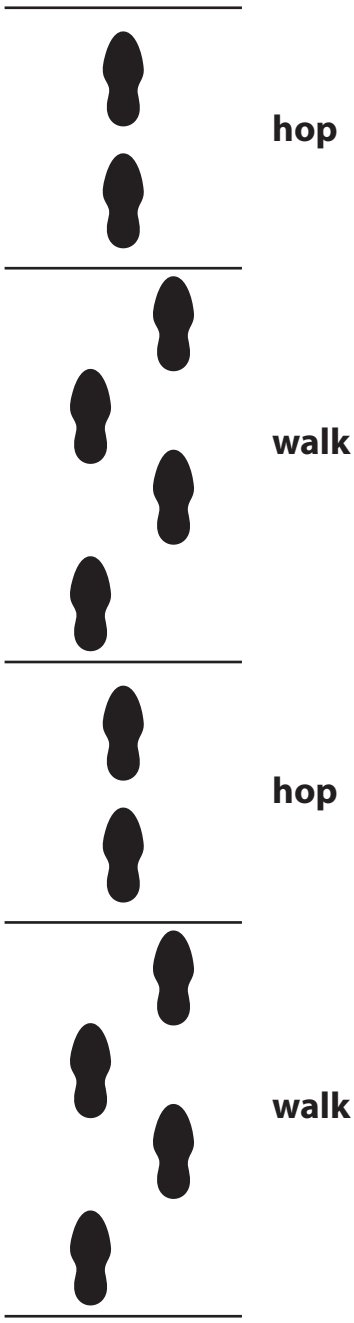
Please look closely at what we do with our body when we hop. When we **hop** we move our body with one foot and leg. We use the same foot and leg to go up and down. We lift our <u>other</u> foot and leg off the ground. We keep the other foot and leg off the ground while we hop.

We can hop in one place. We can hop forward or backward. Hopping backward is more difficult.

Now let's move up and down on the same foot and leg. We will lift our other foot and leg into the air. This is how we hop. We will hop in our personal space. Try not to go forward or backward when you hop. Listen for our "start" and "stop" signals.

ACT: [*Offer a "start" signal and provide guidance as children practice several hops. Provide less than a minute for the practice. Offer another demonstrated explanation if necessary.*]

Now let's practice hopping on our other foot and leg. Let's hop again in our own personal space. Try not to go forward or backward when you hop on your other foot and leg.



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Moving Our Bodies *continued*

[*Offer a "start" signal and provide guidance as children practice several hops on the other foot/leg. Provide less than a minute for the practice.*]

ASK: Was one of your two legs easier to hop on? Which one?

EXPLAIN: A big part of hopping is learning to stand on one foot and leg without falling. We may use our arms to balance our bodies so we do not fall. When we **balance** something we keep it steady. We may move our arms a little bit to help us keep our balance. We will not fall over if we balance our bodies.

ACT: Now let's practice hopping forward. Pay attention to people around you so you do not bump into anyone. Listen carefully for our "start" and "stop" signals. Let's hop two or three times.

[*Provide guidance as children hop forward two or three times.*]

ASK:
- Is it easier to hop forward or to hop in one place?
- Would you like to try hopping backwards two or three times?

[*Provide guidance as children hop backwards two or three times. Remind children to look over their shoulder to make sure they will not bump into someone when they hop backwards.*

Point to the footprints on the floor as you describe the following:]

EXPLAIN: Let's practice walking and then hopping. There are footprints on the floor that tell us what to do. The four footprints tell us to walk. The line tells us to change the way we are moving our body. The two footprints tell us to hop on one foot.

ACT: [*Demonstrate the pattern as shown on the floor. Children may walk and hop alongside the pattern, not on the actual pattern, if you wish.*

Invite children to follow the pattern, one at a time. It is not necessary to use the "start" and "stop" signals. After each child has a turn, you may wish to encourage children to hop on a different foot the second time through the entire pattern or to change the foot used for hopping in the second hop sequence in the pattern.]

RECAP: Today we practiced hopping. We talked about how our body moves when we hop. We put together walking and hopping by following a path.

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WEEK 7

DAY 4

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Explain that hopping is not the same as jumping. We use both feet/legs when we jump. We use one foot/leg when we hop. ■ If children have difficulty balancing their bodies when they hop, move to a wall and encourage children to place one hand on the wall to provide support while they lift one foot in the air and hop on the opposite foot. ■ In the explanation of balance, encourage children to stand on one foot/leg (no hopping) and pay attention to whether they move their arms to keep their bodies balanced (so they do not fall). ■ Offer a reminder of the meaning of "forward" (moving toward what is in front of us) and "backward" (moving toward what is behind us).

Enrichment ■ When using the footprint pattern, encourage children to hop on a different foot the second time through the entire pattern or to change the foot used for hopping in the second hop sequence (the second set of hop footprints). ■ Invite children to switch feet/legs when they practice hopping forward and backward.

Center Activity

Consider developing a more complex pattern of footprint arrangements outdoors by adding marching steps. Example: two footprints = hop, three footprints = march, four footprints = walk.

Family Child Care

Involve all children to play *Simon Says*. Incorporate walking, marching, galloping, and hopping movements. Directions could also include moving fast or slow.

Adapted from: Sanders, Stephen W. (1992). *Designing preschool movement programs (p. 27)*. Champaign, IL: Human Kinetics.

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WEEK 7

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter B.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter B card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter B card.*]

What is the name of this letter? What sound does the letter B make?

Letter B says /b/, just like in the word "book." /b/, /b/, book. Let's together say /b/, /b/, book.

B b

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 7

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

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

Key Concepts

Review: Equal

Materials Needed

3 stuffed or plastic animals

3 small blankets

3 bowls

Also Promotes

Self-Regulation

Optional Reading

Uno, Dos, Tres: One, Two, Three by Pat Mora

BEGIN: We are practicing different ways to count things.

EXPLAIN: This week we counted the number of pencils and glue sticks children needed for kindergarten. We also practiced setting the table for the three bears.

Let's practice counting again by pretending we have three pets. Each of our pets needs a blanket to sleep on. Let's give each pet a blanket.

ACT: [*Use stuffed or plastic animals for pets. If pretend blankets are not available, provide another item a pet may need (such as food). Encourage children to help you count out one item for each of your three pets.*]

How many blankets do we need?

Let's see if we have the correct number of blankets. We have three pets and three blankets.

[*Place one blanket on each pet.*]



Meriwether Lewis Elementary/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: Look; 1, 2, 3! We have the same number of pets and blankets! Our number of pets and blankets is equal. Remember, equal means they have the same amount. They each get their own blanket!

ASK:

- If we have three pets, how many food bowls do we need?
- How do we know?

EXPLAIN: We also read a story called *Ten Little Fish*. In the story, we counted 10 fish.

ACT: Let's stomp our feet 10 times while counting out loud together!

[*Lead children in counting out loud together as they stomp their feet 10 times.*]

EXPLAIN: Yesterday we practiced counting when we played *Simon Says*. Let's practice some more.

ACT: [*Play a short version of Simon Says that involves different numbers with the same action.*]

RECAP: We are learning a lot about how to count things. Let's count our 10 fingers by saying a number each time we wiggle a different finger!

If we were to put a ring on each of our fingers, how many rings will each of us need?

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children have difficulty following number requests during *Simon Says*, start with groups of one or two actions.

Enrichment ■ Try using a larger number of stuffed or plastic animals for children who easily grasp one-to-one counting.

123 Center Activity

In the dramatic play area, place five stuffed or plastic animals and items to care for each (blankets, bones, bowls, brushes, etc.). Encourage children to make sure each animal has one of each item. Sing the "Five Little Monkeys" song and substitute the words "Five Little Animals." Encourage children to pretend each is falling off the bed as you sing the song. Encourage children to say how many animals are left each time an animal falls off the bed.

Family Child Care

All children in your setting will enjoy a fun counting activity based on the book *How Many Snails?* by Paul Giganti, Jr. Lead children in counting the number of items on each page. Invite school-age children to count the entire group of items on each page (flowers, dogs, etc.) and preschool-age children to count subsets of items on each page (yellow flowers, spotted dogs). Then, if possible, take children on a walk and look for items to count. Again, invite school-age children to count entire groups of items and preschool-age children to count subsets of items. Use the book text as your guide. Example: "I went walking down the sidewalk and I wondered: How many houses were there? How many houses were white?" The walk may be adapted for indoor use.

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WEEK 7

DAY 5

Respecting Our Differences

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Family differences

Children will understand that grandparents and other elders are an important part of a family.

Key Concepts

New: Grandparent

Materials Needed

*6 pictures as shown

*Printables provided

Optional Reading

The Hello, Goodbye Window by Norton Juster

Revised: 12/1/2025

BEGIN: We are learning that our families are similar and different in many ways.

EXPLAIN: Today we are going to begin talking about some special people in our family who are older than we are. They are our grandparents. A **grandparent** is the parent of your mom or dad. Some of us may have grandparents and some of us may have older family members such as an aunt or uncle.

When I was little I always called my grandma(pa) _____.

ASK:

- If you have a grandma or grandpa or older person in your family, do you have a special name for them?
- What is it? (Poppy, PaPa, Mimi, Nana, etc.)

EXPLAIN: Grandparents and older family members are an important part of a family. They care about us just like the rest of our family. Let's look at some pictures of people who are grandparents.

[*Display three pictures of grandparents. Encourage children to describe what they see in the pictures.*]



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C.K. Koay/flickr/(CC BY-NC 2.0)



Some of us may have grandparents who live with us, and some of us may have grandparents who live far away. Sometimes when grandparents live far away, we don't see them often.

ASK: How can we stay in touch with our grandparent(s) if they live far from us? (talk on the phone, use the Internet, visit them, send pictures)

EXPLAIN: It can be fun to spend time with your grandparent(s). Let's look at some pictures of children spending time with their grandparent(s).

[*Display three pictures of children spending time with their grandparent(s) or older family member(s).*]



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WEEK 7
DAY 5

Respecting Our Differences
continued

Social Studies

ASK:
- What do you see happening in these pictures of children with their grandparents?
- Who can tell us something special about one of your grandparents or an older family member? (Something they like to cook, a place they like to go, an activity they like to do, a special memory the child may have)

RECAP: Grandparents and older family members are an important part of our family. No matter how much time we spend with them, they still care about us just like our other family members.



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Scaffolding Tips

Extra support ■ Children who do not seem to have a grandparent active in their life (near or far away) may like to talk about the grandparent, aunt, or uncle of someone they know.

Enrichment ■ Share with children that an older family member can also be called an elder.

Center Activity

Supply provided *paper for each child with the title, This is a Family. Encourage children to find pictures of families in magazines and cut them out and glue them to the paper.

*Printables provided

Family Child Care

If feasible, encourage grandparents or older family members to visit your setting to read a story, play a game, or make a special treat with children. Preschool-age and school-age children will enjoy talking to the family member and learning about special family traditions and what things were like when they were little.

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WEEK 7

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Motor development

Children will deepen their locomotor skills for hopping.

Key Concepts

New: Hoop

Review: Hop

Materials Needed

4 hula hoops or large circular rings

Also Promotes

Self-Regulation

Be Prepared: Place hoops in a large circle in your activity space. If your space does not permit a large circle arrangement, place the circles in a line of four hoops or in two parallel lines of two hoops each. Provide sufficient space between hoops for children to walk several steps from one hoop to another hoop.

BEGIN: Yesterday we practiced hopping. Remember, when we hop we move our body with one foot and leg. We use the same foot and leg to go up and down. We followed footprints on the floor that told us when to walk and when to hop.

EXPLAIN: Today we will practice hopping into a hoop and out of a hoop. We will play a game called *Hoop Hop*!

[*Point to hoop as you describe it. Move your hand around the perimeter of the hoop as you explain it is a circle.*]

This is called a hoop. A **hoop** is a circular object. It is round.

We will hop into a hoop. Then we will march to the other side of the hoop and stop. Then we will hop out of the hoop. Let me show you.

ACT: [*Demonstrate and describe the steps with one hoop.*]

There are four hoops for us to hop into and out of. We will walk from one hoop to another hoop.

[*Point to each hoop. Demonstrate again hopping into a hoop, marching to the other side, hopping out of the hoop, and walking to the next hoop. Demonstrate and describe moving through the four hoops.*

Invite children to move through the hoops, one at a time. Provide guidance as necessary. Space children so no more than two children are in the same hoop at the same time.

For a second round of movement, invite children to move through the hoops in reverse direction.]

RECAP: Today we practiced moving our bodies in three different ways. We hopped, we marched, and we walked. We hopped into and out of hoops on the floor. We played the *Hoop Hop* game!

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WEEK 7
DAY 5

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Explain "into" and "out of." ■ Some children may find it easier to walk rather than march inside the hoop.

Enrichment ■ Invite children to change the foot/leg they use to hop out of a hoop (use the foot/leg not used to hop into the hoop).

Center Activity

Children may enjoy the hoop movements as an outdoor activity.

Family Child Care

Provide opportunities for children to practice their hopping skills as part of transitions that involve a few steps only. Examples: hopping to a chair for lunch, hopping from one center to another.

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WEEK 8 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- The name, sound, written form, and uses of the letter C (Days 2–5)
- How to put two words together to make a new (compound) word (Days 2, 4)

Mathematics

Counting Things

- How to verbally count small groups of items (Days 1, 3, 4, 5)
- How to create and match equal groups of items (Days 2–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching, listening, and remembering (Day 1)
  - ❍ *Orange Circle, Purple Circle* game

Social-Emotional

Getting Along with Others

- Being friendly is a way to be helpful to others (Day 2)
- Practicing how to be friendly in typical situations (Day 3)

Social Studies

Respecting Our Differences

- Things grandparents do with their grandchildren in different parts of the world (Day 4)
- How grandparents and grandchildren are the same and different (Day 5)

Science

Being a Scientist

- How to use our five senses to investigate food items (Days 1–2)
- How to use our senses to identify and describe things outdoors (Day 3)

Physical/ Health

Moving Our Bodies

- How to balance our bodies with different parts of our body (Days 4–5)

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WEEK 8

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter B.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

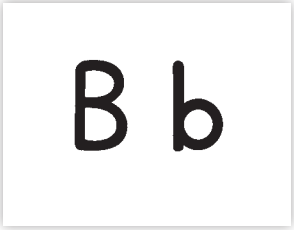
*Letter B card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided



BEGIN: [*Display letter B card.*]

The word "book" begins with this letter. What is the name of this letter?

Letter B says /b/, just like in the word "book." /b/, /b/, book. Let's together say /b/, /b/, book.

Who would like to tell us another word that begins with the letter B?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 8

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding of how to count small groups of items.

Key Concepts

Review: Count

Materials Needed

What Comes in 2's, 3's, & 4's? by Suzanne Aker (Also used in Week 2, Day 2.)

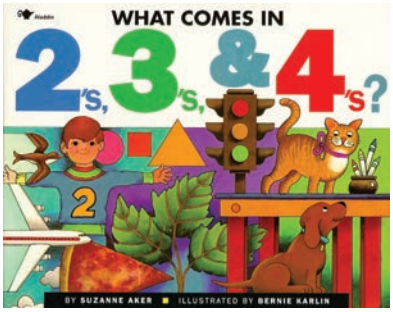
Also Promotes

Language/Literacy

BEGIN: Let's count to 10. First let's count to 10 while clapping our hands. Saying a number while we clap tells us how many times we should clap.

Now let's count to 10 while stomping our feet. Remember to say one number with each stomp so we know when to stop counting.

EXPLAIN: We are going to read a book we've read before. Our book is called *What Comes in 2's, 3's, & 4's?*



ACT: [*Display book cover. Introduce the book by pointing to the title of the book as you read it. Introduce author and illustrator. Point to text as you read.*

Pause on each page to discuss the picture and count the groups. Point to each object as you lead children in counting. Invite children to count the same groups on their bodies. Examples: "Do you have two eyes? Let's count them!" "Do you have two legs? Let's count them!"]

RECAP: Today we read a book called *What Comes in 2's, 3's, & 4's?* What is something that was in a group of two in our book? How about a group of three? What is something that was in a group of four?

Scaffolding Tips

Extra support ■ Closely monitor children when they count and clap to 10. Do children say a number each time they clap? Do they say the numbers in the correct sequence? If children demonstrate difficulty, make adjustments with the follow-up task of counting and stomping. Count and stomp slowly or encourage children to repeat the number and stomp after you say each number. You also may wish to eliminate the stomp and do another round of counting while clapping.

Enrichment ■ Invite children to suggest items in the classroom that could be used for creating groups of 2, 3, and 4.

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Counting Things *continued*

123 Center Activity

Provide several counting books. Invite children to count the number of items shown in book pictures. Encourage children to hold up the corresponding number of fingers when they count groups of items in book pictures.

Family Child Care

Invite preschool-age children to practice counting groups of 2, 3, or 4 as part of snack preparation. Example: two pretzels, three crackers, and four apple slices. Invite school-age children to count the total number of items in each group. Example: Two pretzels, three crackers, four apple slices, and two pieces of cheese are how many snack items all together?

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WEEK 8

DAY 1

Focusing & Remembering

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Executive function

Children will practice regulating their behaviors in response to changes in visual, oral, and aural prompts.

Key Concepts

New: Focus

Materials Needed

Orange circle and purple circle cut from construction paper

BEGIN: Today we will play a game. The game will help us learn how to focus our attention on what we are expected to do. When we **focus** on something, we concentrate on it.

ACT: [*Display an orange circle and a purple circle.*]

Our game is called *Orange Circle, Purple Circle*. Today we will use an orange circle and a purple circle to play this game.

When I hold up the orange circle, we will clap our hands. Let's practice.

[*Display only the orange circle. Encourage children to clap their hands.*]

When I hold up the purple circle, we will stop clapping. Our bodies should not move when I hold up the purple circle. Let's practice.

[*Hold up the orange circle for a few seconds and encourage children to clap their hands. Then hold up the purple circle and encourage children to stop clapping their hands.*]

What do we do when we see the orange circle? (clap) What do we do when we see the purple circle? (stop clapping) Let's play!

[*Play the game for several minutes. Be sure to clearly say "Orange Circle!" or "Purple Circle!" when you hold up a circle. Hold up each circle for several seconds. Be sure to vary the timing of holding up the action circle. Example: hold up orange circle for 10 seconds, then hold it up for five seconds. When children have mastered when to clap, discontinue saying "Orange Circle!" and "Purple Circle!" when circles are displayed.*

After children have mastered the game with a clapping action, change the action for the orange circle. Introduce a new action when children demonstrate skill in following requests for the current action. Some suggestions include:

- *Stomping*
- *Jumping*
- *Wiggling*]



Let's change the game a little. This time when we see the orange circle we will clap. When we see the purple circle we will stomp. If I put both circles behind my back, we will stop!

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WEEK 8
DAY 1

Focusing & Remembering *continued*

Self-Regulation

ASK:
- When we see the purple circle, what will we do now? (stomp)
- When I put both circles behind my back, what will we do? (stop action)

ACT: Let's practice!

[*Be sure to clearly say "Orange Circle!" or "Purple Circle!" when you hold up a circle for all to see. Hold up the orange circle for a few seconds and encourage children to clap their hands. Then, hold up the purple circle and encourage children to stomp. After several seconds, place both circles behind your back and say "stop."*]

Now let's play again!

[*Play the game for several minutes. Be sure to clearly say "Orange Circle!" and "Purple Circle!" when you hold up the circles for all to see, and "stop" when you put both circles behind your back. When children have mastered the new movement, discontinue saying "Orange Circle!" and "Purple Circle!" when circles are displayed. Play as long as time permits.*]

RECAP: Today we focused on what we were expected to do when we played the game *Orange Circle, Purple Circle*. We learned that the word focus means to concentrate on something.
- How did we know what to do during the game? (look at circles, listen to what teacher told us)
- Why did we need to pay close attention? (because the circle colors changed, the teacher told us to do different things)

Scaffolding Tips

Extra support ■ Some children may benefit from a brief review of personal space and activity space (Physical/Health Week 4, Day 4). ■ If children need an additional visual reminder of the action to be completed, stand next to the child and do the action. Example: When holding up the orange circle, clap your hands also while standing next to the child.

Enrichment ■ Hold up each circle for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle, Purple Circle*: Clap for purple and stomp for orange. Children will stop when both circles are placed behind the back.

Center Activity

Invite children to play *Orange Circle*, *Purple Circle*. Provide an orange circle and purple circle. Encourage children to take turns holding the circles and naming the action to be done each time.

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WEEK 8

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Family Child Care

Teach children the song "Head, Shoulders, Knees and Toes" (to learn the song, find an online resource or listen to a CD). Practice the song and movements several times and then switch things around! Example: shoulders, toes, head and knees. Children will practice self-regulation skills by resisting the impulse to do the motions in the way previously learned. School-age children may enjoy leading the song with the new sequence of movements.

The *Orange Circle, Purple Circle* game is an adaptation of the *Red Light, Green Light* game 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.

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WEEK 8

DAY 1

Being a Scientist

Science

3–5 YEARS

Large Group

Be Prepared: Today's activity involves children using their senses to learn more about a food item. A healthy food item that can be smelled is ideal for this activity. Examples: orange or apple slices). Prepare enough of the food item for each child to have a small cupful. Hide the cups under a cloth so children can smell the food item but not see it. Also, prepare a chart similar to the chart pictured.

Skill and Goal

Inquiry skills

Children will understand how to use their five senses to learn about things around them.

Key Concepts

New: Senses
Sight

Materials Needed

Prepared chart paper

Writing tool

Cloth or napkin to cover food item

Small cup of food item—1 per child (see Be Prepared)

Also Promotes

Language/Literacy

Optional Reading

My Five Senses by Aliki

BEGIN: Today we are going to use our bodies to learn more about things around us.

EXPLAIN: Each of us have five senses. Our **senses** help our body get information about things near us.

[*Point to your eyes, ears, etc. as you describe each of the five senses.*]

We can see with our eyes, hear with our ears, taste with our tongues, feel with our hands and bodies, and smell with our noses.

I have a chart that lists each of our five senses. Let's point to the different parts of our body that we use with each of our five senses. I will point to the picture of the body part on our chart and you can point to the body part on your own body.

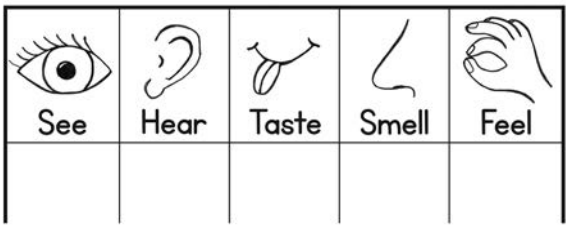
The first picture on our chart is an eye. We see with our eyes. The sense of **sight** is what we use when we see something. It is one of our five senses.

ACT: [*Encourage children to point to their eyes. Point to the picture of an eye on the chart. Also point to the word "see."*]

This word says "see." We use our eyes to see things around us.

[*Continue with this format for each sense. Point to picture and word. Encourage children to point to the pertinent body part.*]

EXPLAIN: Now let's think of ways we can learn more about things around us by using one of our five senses. I will record our ideas on our chart.



ACT: [*Say each word as you write it on the chart.*]

- Who can tell us something we can see with our eyes?
- What can we hear with our ears?
- Can you think of something we can taste with our tongue?
- What can we feel with our hands or bodies?

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Being a Scientist *continued*

Science

- Can you think of something we can smell with our nose?

EXPLAIN: We thought of many things we can learn more about by using our five senses. Our chart helps us remember the things we thought about.

I have something special under this cloth (or napkin) on the table. We are going to use our five senses to learn more about it.

Let's use our sense of smell to help us when we think about what might be hiding under the cloth.

ACT: [*Encourage children to smell and make predictions. Then uncover the food item and give each child a cup. Ask children not to eat the food item yet. Use the following questions to encourage discussion of what children can learn about the food item with their five senses:*]

- What do you see with your eyes?
- Let's use our sense of touch to find out what the _____ feels like. Who can tell us what the _____ feels like?
- Now let's put a piece of _____ in our mouths. What does your _____ taste like? What body part do we use for our sense of taste?

[*If appropriate to food item:*]

- Listen to what it sounds like when we chew it. What do you hear?

RECAP: We can use our five senses to learn about things around us. What senses did we use with our _____?

Scaffolding Tips

Extra support ■ If early in the activity children mention that they smell a specific food item (before it is introduced), explain that they are using their sense of smell to help them learn something. ■ If some children do not point to the appropriate body part or to no body part during your overview of the chart, demonstrate by pointing to your pertinent body part and saying the name of the body part and its sense.

Enrichment ■ Ask children to describe how they can use their five senses when playing on the playground. Can they use all of their five senses on the playground?

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WEEK 8

DAY 1

Being a Scientist *continued*

Science

Center Activity

Fill two tubs with water. To the first tub, add several drops of scented "no tears" shampoo. To the second tub, add several drops of "no tears" shampoo in a different scent. Examples: strawberry, cherry, orange. Provide cups, spoons, and other water play toys. Invite children to play in the water and bubbles as they compare the scented water in the two tubs. Can children name the scents?

Family Child Care

Create a "smelling center" in your setting with five clean and empty glue bottles. In each of the glue bottles place a different smell. Examples: cinnamon, pepper, coffee. Invite preschool-age and school-age children to squeeze each of the bottles to release the smelly air. Encourage children to determine and describe each of the smells. School-age children may enjoy describing familiar scents at school. Examples: pencil shavings, chalk, erasers.

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WEEK 8

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will understand the concept of a compound word. Children also will identify and name the letter C.

Key Concepts

New: Compound word

Review: Creative

Materials Needed

*Compound and component word cards for football and butterfly

Flannel board

*Letter C card

Chart paper

Marker

Children's name cards

List of children's first names

*Printables provided

Be Prepared: For today's activity place a piece of Velcro® on the back of each compound word card. Then place the compound word cards on a flannel board. The cards can be made by printing the cards on paper and then cutting them out. The cards also can be printed on cardstock and laminated for added durability.

BEGIN: Today we are going to learn how to make a new word. We will make our new word by putting two words together. The new word we make by putting two words together is called a **compound word**.

ACT: I have two cards. Let's take a look at the picture on each card.

[*Display word cards "foot" and "ball."*]



Beth Haught/flickr/(CC BY-NC-ND 2.0)

The first card has a picture of a foot. The word "foot" is written below the picture.

[*Point to the word "foot" below the picture. Encourage children to say the word with you.*]

What is the picture on the second card? (ball)

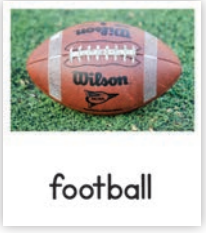
It is a picture of a ball.

[*Point to the word "ball" below the picture. Encourage children to say the word with you.*]

We have a "foot" card and we have a "ball" card. Let's clap once for "foot." Let's clap once for "ball."

I am going to put the "foot" and "ball" cards together. When the two cards are put together they make the new word "football"! Let's look on our flannel board for the card with a picture of a football.

[*Invite children to find the football card.*]



Innovation_School/flickr/(CC BY-NC 2.0)

We started with the word "foot" and then added the word "ball." We put together the words "foot" and "ball" to make the word "football." "Football" is a compound word.

[*As you explain the above, put the "foot" card in one hand and the "ball" card in the other hand. Spread your arms wide. Then bring your hands together as you explain that together the two words make "football."*]

Let's clap for "football."

[*Lead children in clapping once for each of the two parts of the word "football." Say each component word as you clap it.*]

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WEEK 8
DAY 2

Understanding Letters *continued*

Language/ Literacy

We know that a foot is part of our body. We also know that a ball is something we can play with. There are many kinds of balls.

A football is a special kind of ball just like a basketball, soccer ball, or baseball. When we put two words together to make a compound word, the meaning changes. Isn't that cool? Who knew words could do something like that?

Let's make one more compound word.

[*Display word cards "butter" and "fly."*]



Slice of Chic/flickr/(CC BY-NC-ND)

The first card has a picture of butter. The word "butter" is written below the picture.

[*Point to the word "butter" below the picture. Encourage children to say the word with you.*]



John Talbot/flickr/(CC BY 2.0)

What is the picture on the second card? (fly)

It is a picture of a fly.

[*Point to the word "fly" below the picture. Encourage children to say the word with you.*]

We have a "butter" card and we have a "fly" card. Let's clap once for "butter." Let's clap once for "fly."

I am going to put the "butter" and "fly" cards together. When the two cards are put together they make the new word "butterfly"! Let's look on our flannel board for the card with a picture of a butterfly.

[*Invite children to point to the butterfly card.*]



We started with the word "butter" and then added the word "fly." We put together the words "butter" and "fly" to make the word "butterfly." "Butterfly" is a compound word.

[*As you explain the above, put the "butter" card in one hand and the "fly" card in the other hand. Spread your arms wide. Then bring your hands together as you explain that together the two words make "butterfly."*]

Let's clap for "butterfly."

[*Lead children in clapping once for each of the two parts of the word "butterfly." Say each component word as you clap it.*]

Remember, when we put two words together to make a compound word, the meaning changes.

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WEEK 8

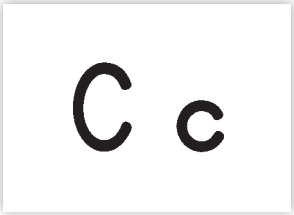
DAY 2

Understanding Letters *continued*

Language/ Literacy

EXPLAIN: Today we are going to learn a different letter of the alphabet.

[*Display letter C card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter C. We can write the letter C in two ways. We can write the letter C like this.

[*Demonstrate writing an uppercase C on the top of a chart paper.*]

This is an uppercase C.

We can also write the letter C like this.

[*Demonstrate writing a lowercase c on the top of a chart paper.*]

This is a lowercase c.

We are learning what it means to be creative. We know that we are creative when we use an idea to make or do something new. Creative is a word that starts with the letter c. I will write this word on our chart. I am going to write the word "creative" with a lowercase (small letter) c.

[*Say each letter as you write the word. Emphasize c.*]

Let's all say the word "creative."

[*Invite a volunteer child to point to the letter c in the word "creative."*]

Let's look at the very first letter of our name. Pop up if you have the letter C at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have a C at the beginning of their name. If there are children whose name begins with the letter C who do not stand, point to the letter C in their name card. Compare the letter C in their name as you hold the letter C card next to their name card.*

If no one in the group has a first name beginning with the letter C, say "No one popped up because no one has a name that starts with the letter C." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter C.

If a child indicates there is a letter C in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter c that appears somewhere else in a child's name.]

RECAP: Today we learned that sometimes we can put two words together to make a new word. Who can tell us what the new word is called? (compound word)

We also learned about the letter C. What is a word that begins with the letter c? (creative, perhaps the name of a child in your group)

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WEEK 8

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children have difficulty determining the new word made by combining two component words, point to each word as you say it. Begin by saying each word, using a pause between the two words. Then say both words together. Example: foot . . . ball, football.

Enrichment ■ Ask children to think of other compound words they may know. ■ Show children one word card and ask if they can think of another word to add to make a new compound word. Example: "I have the word 'ball.' We already made the word 'football' with the word 'ball.' Can you think of another compound word we can make with the word 'ball'?" (basketball, eyeball, kickball, snowball)

Center Activity

Provide *component word cards and *compound word cards provided for today's activity. Also, from component and compound word cards provided by the curriculum, choose component word cards and compound word cards for five additional compound words. Choose word cards that are most familiar to children in your classroom. Encourage children to match component word cards to make new compound words.

*Printables provided

Family Child Care

Play a compound words game with preschool-age children in your setting. Say one word and ask children to think of another word to make a compound word. Example: fish (net, bowl, hook, tail). School-age children may enjoy looking for compound words in books or magazines.

The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 8

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will form equal groups of varying numbers.

Key Concepts

Review: Equal

Materials Needed

10 counters for each child

BEGIN: Let's count 10 claps of our hands. We will say a number each time we clap. We will stop clapping and counting when we get to number 10.

[*Lead children in clapping and counting to 10.*]

ACT: [*Distribute 10 counters to each child.*]



Today we are going to play a new counting game. We will make equal groups in our game.

Who remembers what equal means? (Equal groups have the same amount in each group.)

Let's pretend we are going on a trip and need to fit people into a car. On our first trip, only two people will be in our car. I will put two circles (counters) on the table for two people in my pretend car.

Now it's your turn to make a group with an equal number of people in your pretend car. Remember, equal means they are the same. So, you need to make a group with the same number of people in your pretend car.

[*Encourage each child to put two counters in front of him/herself.*]

How do you know our groups of people are the same? Let's count together.

How many people are in our car? (two) We have equal groups. Each of us has two people in our car!

[*Ask children to return their two counters to their collection of counters.*]

Let's go on a second trip. This time we are going to take more people on our trip. I am going to put five people in my pretend car.

[*Put five counters in a group on the table in front of you.*]

Now it's your turn to put five people in your pretend car.

[*Encourage each child to put five counters in front of him/herself.*]

Let's count our circles together. How many people are in your car? (five) We have equal groups. Each of us has five people in our car!

ASK: Where would you like to go with five people on a pretend trip?

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Counting Things *continued*

ACT: Now let's take one more trip! This time we are going to go on a long trip with lots of people. We will take a van! We can fit 10 people in each of our vans. I am going to put 10 people in my pretend van.

[*Put 10 counters in a group on the table in front of you.*]

Please put an equal number of people in your pretend van.

Let's count them together. How many people are in your van? (10) We have equal groups. Remember, when we have equal groups our groups are the same. Each of us has 10 people in our van!

ASK: Where would you like to go with 10 people in your pretend van?

RECAP: Today we pretended our circles were people in a car or van. You matched the number of people in my car or van by putting the same number of people in your pretend car or van. We made equal groups. When we have equal groups, each group has the same amount.

Scaffolding Tips

Extra support ■ If children find it difficult to count out the corresponding number of counters, help by gently guiding their finger over each counter as you count together. Also, go on pretend trips with fewer than five "people."

Enrichment ■ For children who readily match your counters, provide counters of different colors to help children focus on the number (not characteristics) of counters.

123 Center Activity

Provide *vehicle cutouts with different numbers of seats and a bowl of counters. Invite children to match each seat with a counter to make equal groups. Listen to children count the seats and counters. Can they match the number and make equal groups?

*Printables provided



Family Child Care

Play a game called *Equal Groups*. Place a number of toys in a group. Then invite children to work together to make another group of toys that is equal to the first. Example: "I have a group of four trucks. Please make an equal group of trucks." Preschool-age children will enjoy making equal groups of items up to 10. Encourage school-age children to make equal groups of items more than 10.

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WEEK 8

DAY 2

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand how being friendly is a way we can help others.

Key Concepts

New: Kind
Friendly

Review: Help

Materials Needed

The Mitten Tree by Candace Christiansen

Try a Little Kindness: A Guide to Being Better by Henry Cole

Also Promotes

Language/Literacy

BEGIN: Last week we read a book called *The Mitten Tree*.

[*Display book cover.*]



We learned how Sarah was helpful by making mittens for children who did not have mittens. Sarah did something good for others. Remember, to help means to do something that makes things easier or better for someone.

ASK: Someone else in our book was helpful to Sarah. What did someone else do to help Sarah? (left Sarah a basket of yarn)

EXPLAIN: There are many ways we can help others. Being friendly toward others is one of the ways we can be helpful. Being **friendly** means being nice to someone.

[*Display book cover. Point to raindrops when you mention them.*]



Today we are going to read a book called *Try a Little Kindness*. The book was written by Henry Cole. This book shows pretend animals being kind to each other. Being **kind** is one of the ways we can be friendly.

There is a big animal (a bear) and a little animal (a mole) on the cover of our book. It is raining. Here are the raindrops.

ASK:

- The big animal is doing something friendly. What is the big animal doing? (offering an umbrella to the little animal)
- How would an umbrella help the little animal (mole)? (keep raindrops from falling on the little animal)

ACT: Let's look inside our book to find out about friendly things done by animals in our story.

[*Use the following strategies to share the book:*

- *Use your own words to help children understand text that may be challenging to comprehend. Example: On the first page, explain how a smile, a hug, and saying "thank you" and "yes, please" are ways to be kind.*

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Getting Along With Others *continued*

Social-Emotional

- *Define novel concepts and words. Examples: daily habit (something we do every day), an ally (a friend), good deeds (doing something that helps someone), and praise (saying something nice about something or someone).*
- *Explain or ask questions that help children focus on the meaning of a picture or concept. Examples:*
  - *"How is being last in a line a way to be friendly to others?"*
  - *"The outside of the peacock and the small bird are different. The large peacock has beautiful feathers. The small bird has one color of feathers. The peacock in our story is saying what is most important is how we feel on the inside, not how we look on the outside."*]

RECAP: Today we learned that being friendly means being nice to someone. Being friendly is a way to help someone.

Scaffolding Tips

Extra support ■ Give examples of friendly actions you've seen among children to help illustrate the concept of being friendly. Example: "I saw Jenny and Erika playing on the slide together. They took turns and said nice things to each other."

Enrichment ■ Ask children how it makes them feel when someone seems grumpy toward them. Are we being friendly when we are grumpy? ■ What are some ways we can be friendly toward an animal like a puppy or cat? ■ Point out picture details that may be humorous to children, such as the squirrels playing ping-pong with an acorn and the ladybugs with umbrellas on the book cover.

Center Activity

Invite children to look at the book used in today's activity and describe how the children are being friendly. Encourage children to talk about times they have been friendly to another person or animal.

Family Child Care

As children in your setting play during the day, ask if what they are doing is friendly. Examples: "When you shared that toy with him, was that being friendly?" "We know that it's okay to say 'no' if you don't want to play together. When you told her that you didn't want to play together right now, did you say it in a friendly way?" Encourage friendly behaviors from all children in your setting by establishing a Being Friendly jar. Each time a child feels another child has been friendly to him/her, encourage the child to tell you about it. For each friendly action, place a small stone in the jar. When the jar is full, have a Friendly Celebration!

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WEEK 8

DAY 2

Being a Scientist

Science

3–5 YEARS

Be Prepared: Today's activity involves the use of a Mr. Potato Head® toy. Due to the popularity of the toy you may wish to borrow an additional Mr. Potato Head® toy from another classroom, if possible. Note that your initial presentation of Mr. Potato Head® occurs without attached body parts.

Large Group

Skill and Goal

Inquiry skills

Children will understand how to use their five senses to learn about a specific item.

Key Concepts

Review: Senses
Observe
Describe

Materials Needed

Chart from Day 1

Mr. Potato Head® toy

3 bananas

Butter knife

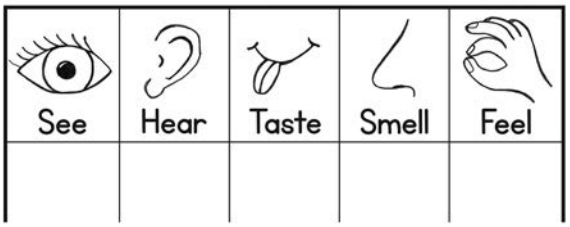
Optional Reading

My Five Senses by Aliki

BEGIN: Yesterday we learned that we have five senses that help us to learn about things around us. Who remembers one of our five senses?

[*Invite children to name and discuss all five senses and how they could use each sense to learn about things around them. Point to pictures on Day 1 chart to help children recall.*]

Today we will use our five senses to learn about something else.



EXPLAIN: [*Display a Mr. Potato Head® toy without its parts attached.*]

This is Mr. Potato Head®. He is missing some things from his body. Let's observe Mr. Potato Head® for a moment.


George Thomas/flickr/(CC BY-NC-ND 2.0)

ASK:
- What does it mean to observe? (to look carefully at something)
- What is Mr. Potato Head® missing? (eyes, nose, mouth, ears, arms, feet)

ACT: [*As children describe what is missing, put the identified item on the Mr. Potato Head® and ask what he uses it for. Then reference the children's own bodies. Example: "What does he use his eyes to do? Let's point to our eyes. What sense can we use with our eyes?"*

Continue this format with each body part.]

EXPLAIN: [*Display a banana with its skin fully on.*]

Here is a banana. Let's use our five senses to learn more about the banana and then describe it.

ASK:
- What does it mean to describe? (to tell about something)
- What can you tell us about this banana?

ACT: [*As children tell what they know about the banana, ask which body part they used to make that observation. When they've run out of descriptions, pass around the banana and ask children to feel and smell it.*]

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Being a Scientist *continued*

- Do you know more about the banana now that you have felt and smelled it? We can see, feel, and smell the banana.
- Can we hear the banana?
- Can we taste the banana?

[*Peel and then cut the banana into small, bite-sized pieces so each child has a piece. Invite children to taste it.*]

- What else do we know about the banana now? (how it tastes)
- Who would like to describe how it tastes?

RECAP: Today we used a chart and Mr. Potato Head® to remind us of our five senses. We used our five senses to learn more about a banana and then we described what we learned.

Scaffolding Tips

Extra support ■ As children pass around the banana, encourage them to feel the top and skin of the banana. Point out that each of these parts feels different.

Enrichment ■ Ask children if they would like the banana if it had a bad smell. Would we want to eat it? We use our sense of smell to help decide whether we want to eat something.

Center Activity

Place a different small item into each of 10 socks and tie the end of the socks. Invite children to use their sense of touch to try to identify items in the "feely socks." Encourage children to describe what they feel.

Family Child Care

During lunch or snack time encourage children in your setting to use their five senses to learn more about what they hear, smell, feel, taste, and see. Encourage children to discuss how each food is the same or different. Example: An apple may sound crunchy like a cracker, but the apple tastes sweet and the cracker tastes salty. School-age children will enjoy sorting items by their different characteristics. Examples: Items that you can hear and items that you cannot hear, items that taste salty and items that do not taste salty.

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WEEK 8

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter C card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

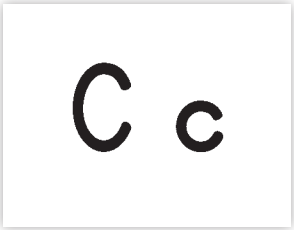
*Printables provided

BEGIN: [*Display letter C card.*]

What is the name of this letter?

[*Point to the uppercase letter C on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter C?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 8

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will engage in one-to-one counting.

Key Concepts

Review: Equal

Materials Needed

*10–12 animal spots cards

10 counters per child

Also Promotes

Self-Regulation

*Printables provided

Optional Reading

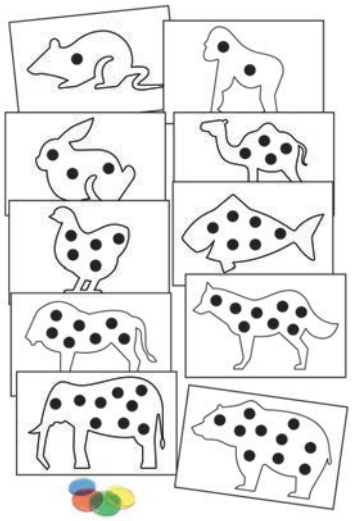
Big Fat Hen by Keith Baker

BEGIN: Let's count together how many children are in our group today. Who would like to tap each person as we count?

[*Invite a volunteer child to gently tap each shoulder as you say a number out loud. When you finish, say the final number again.*]

We have ___ children in our group today.

ACT: Today we will count spots on animals. Each of us will get an animal picture. Each of the animals has a different number of spots. When we get our picture, we need to count how many spots are on our animal and then say how many we counted. Then we will put an equal number of circles (counters) in a small group. The last thing we do is put each circle on a spot on our animal. I will show you how to do it first.



- [*Demonstrate by counting the number of spots on an animal picture. Children may be able to look at the spots and know how many, or they may need to count. Demonstrate both. When you count the number of spots, count out loud and say the number word each time you touch a spot. Say the total number of spots when you are done counting.*
- *Then count out that many counters. Place the counters together in a small group (not on the animal card).*
- *Place a counter (from your small group) on each spot of the animal on the card. Count the spots (counters) again.*
- *Give each child an animal card and invite children to count the number of spots on their animal. Then guide children as appropriate in the steps described above.*
- *After each child has placed the counters on his/her animal's spots, invite children to exchange pictures and try again. Continue as time allows.*]

RECAP: Today we practiced counting animal spots. We counted the number of spots on our animal, and then we counted the same number of circles. We made an equal group by matching the number of circles to the number of spots on our animal. Then we placed one counter on each spot on the animal.

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WEEK 8

DAY 3

Counting Things *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ Remind children that equal means two groups are the same. ■ If children point to a spot or counter but do not count it out loud, encourage them to slow down. Remind them that as each item is touched, a number word needs to be said. ■ If children attempt to skip the second step (count out how many counters are needed and put the counters in a small group), encourage them to slow down. A reminder may be helpful. Example: "We count out how many counters we need before we put one counter on each spot."

Enrichment ■ Ask children how many counters they would need if their animal had one more spot.

123 Center Activity

Provide *animal spot cards used in today's activity. Encourage children to continue to match counters to the number of spots on each animal and count the number of spots before and after placing the counters. Invite children who have mastered this activity to add one more circle to their card and say the total number of circles on their card.

*Printables provided

Family Child Care

Children in your setting will enjoy practicing one-to-one counting using muffin tins. Prepare muffin tins by placing a piece of paper with 1–6 dots in each muffin hole. Invite preschool-age children to place the same number of small manipulatives (pom-poms, beads, etc.) in each muffin hole. For school-age children, prepare muffin tins with pieces of paper with larger numbers of dots.



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WEEK 8

DAY 3

Getting Along With Others

Social-Emotional

3–5 YEARS

Small Group

Skill and Goal

Relationship skills

Children will strengthen their understanding of ways to be friendly to others.

Key Concepts

Review: Friendly

Materials Needed

Basket

*Being Friendly scenarios

Also Promotes

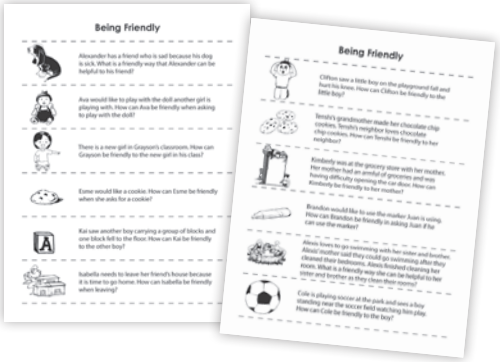
Self-Regulation

*Printables provided

Optional Reading

Do Unto Otters: A Book About Manners by Laurie Keller

Be Prepared: Cut apart the provided scenarios and place in a basket. Instead of selecting scenarios randomly (as suggested in the activity plan), you may wish to focus on a scenario(s) especially pertinent to children in your small group.



BEGIN: [*Invite children to sit in a circle on the floor.*]

Yesterday we talked about being friendly. Being friendly means we are nice to someone.

Who has seen someone do something friendly in our classroom? Tell us what you saw.

EXPLAIN: Today we will learn more about ways to be friendly. In our basket are pieces of paper with a short story on each. I will choose a story from the basket and then read it aloud. Then we can talk about how someone could be friendly to the person in the story.

ACT: [*Choose one piece of paper from the basket. Read the scenario with voice inflections and facial expressions appropriate to the story to encourage child engagement.*]



What are your ideas about how (person in scenario) could be friendly in this situation?

[*Encourage children to discuss ways to be friendly. Remind children of some possibilities discussed previously, if appropriate.*

Continue choosing a scenario as children's interest and time allows.]

RECAP: Today we learned more about ways to be friendly to others. There are many times during the day when we can be friendly to others.

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WEEK 8

DAY 3

Getting Along With Others *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Use a puppet to illustrate a scenario.

Enrichment ■ Invite children to talk about times they have been friendly to someone in a situation similar to a scenario. ■ Invite volunteer children to act out a scenario.

Center Activity

Provide books about being friendly and making friends. Examples: *Making Friends* by Fred Rogers, *Hunter's Best Friend at School* by Laura Malone Elliott, *Friends* by Helme Heine. Encourage children to talk about friendly behaviors they see in book pictures.

Family Child Care

Invite children to make a book titled "We Are Friendly." Each time a child exhibits a friendly behavior, invite a school-age child to write about the behavior at the bottom of a plain piece of paper. Example: "Mia said she liked Isaac's shoes." After 5–10 acts of friendliness have been written on separate sheets of paper, invite preschool-age and school-age children to work together to illustrate the book. You may also wish to invite each child to work with family members to make a list of ways to be friendly at home and with their family. Encourage children to share their list with others in your setting.

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WEEK 8

DAY 3

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will identify and describe things outside that they can see, hear, smell, or touch.

Key Concepts

New: Identify

Review: Record

Materials Needed

Paper

Clipboard

Writing tool

Optional Reading

The Listening Walk by Paul Showers

Be Prepared: Today's activity will take place outside. If inclement weather or other factors prevent you from going outside, adjust this activity for an indoor setting. Most classrooms and other settings have various sounds children can hear when they are quiet and focus on listening. Consider placing some children on a rug and others on a harder surface so there is some difference among children when they use their sense of touch. Consider using another unoccupied classroom or child-appropriate space so children can use four senses in a less familiar setting.

BEGIN: Yesterday we used our five senses to learn more about a banana.

[*Quickly review the five senses: see, hear, taste, touch, smell.*]

ASK: What senses did we use to learn more about a banana? (touch, smell, sight, taste)

EXPLAIN: Today we are going to go outside and use our five senses to identify some things. When we **identify** something, we tell what it is. We are going to use our eyes, ears, noses, and hands to identify things outside.

ASK: We will not use our sense of taste outside today. When will we use our sense of taste today? (lunch, snack)

EXPLAIN: We'll use a piece of paper on a clipboard to record the things we identify.

ASK: What does it mean to record something? (to write down something)

ACT: [*Take children outside. Take along paper on a clipboard and a writing tool. Invite children to sit in a group on the ground.*]

First we are going to use our sense of hearing to identify sounds we hear outside. What do we use to hear? (ears)

Let's close our eyes while we use our sense of hearing. This will help us to focus on what we are hearing, not what we are seeing.

[*As children close their eyes, ask them to listen for sounds. Encourage children to describe what they hear. Record their responses on the paper.*]

Can we see all of the things we heard?

Sometimes we can hear things that we can't see, like a bird in a tree or a car honking far away.

Now let's close our eyes again. This time we'll use our hands to feel some things around us.

[*As children close their eyes again, encourage them to touch the ground around them. Encourage children to describe what they feel. Record their responses on the paper. Ask children to describe what they feel without opening their eyes.*]

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WEEK 8
DAY 3

Being a Scientist *continued*

Science

Now we are going to use our nose to identify some things. Remember, we call this our sense of smell.

[*As children close their eyes, ask them to use their sense of smell. Encourage children to describe what they smell. Record their responses on the paper.*]

Finally, we are going to use our eyes to identify some things. Remember, we call this our sense of sight.

[*As children look around, ask them to use their sense of sight. Encourage children to describe what they see. Record their responses on the paper.*]



Mob Mob/flickr/(CC BY-NC 2.0)

RECAP: Today we identified things outside by using four of our five senses. Remember, when we identify something we tell what it is.

- What are some things we identified with our sense of sight?
- What are some things we identified by smelling?
- What are some things we identified by feeling?
- What are some things we identified by hearing?
- At lunch today, what will we use to taste our food? (tongue)

Scaffolding Tips

Extra support ■ When you review the five senses at the beginning of the activity, use the chart from Day 1 and/or point to the part of your body used for the sense you are naming. Invite children to point to the part of their own body associated with each sense if additional review seems needed. ■ If children have difficulty identifying things around them, prompt with questions. Examples: "Can you hear the wind in the trees?" "Do you see something that is green?" "Does the ground feel soft or scratchy?"

Enrichment ■ Ask children whether they think it is harder to identify sounds outdoors or inside the classroom. Why? ■ Ask children whether they think it is easier to hear sounds when their eyes are closed. Why?

Center Activity

Fill several small containers, such as film canisters with small items that can be heard when shaken. Examples: pennies, paper clips, small pieces of paper, beads. Encourage children to shake the canisters and try to identify what may be making the sound.

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WEEK 8

DAY 3

Being a Scientist *continued*

Science

Family Child Care

Invite all children in your setting to try a voice recognition activity. Use a blindfold to mask the sight of one child at a time. Be sure to ask for each child's permission. Invite another child to say something to the child who is blindfolded. Can the blindfolded child identify who spoke by just listening? Also, try this activity with familiar sounds. Preschool-age children will enjoy guessing sounds they regularly hear in your setting. Examples: toilet flushing, water running. Emphasize that when we cannot use one of our senses, we can use another sense to learn things.

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WEEK 8

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their understanding of a compound word. Children also will understand the name and sound of the letter C.

Key Concepts

Review: Compound word

Materials Needed

*Compound and component word cards (see Be Prepared)

Flannel board

*Letter C card

Chart from Day 2

*4 letter C picture cards

Marker

Children's letter journals

Writing tools—1 per child

List of children's first names

*Printables provided

Be Prepared: Use one set per child of provided compound word cards and their corresponding component word cards. Choose cards not used on Day 1 that are likely to be familiar to some or many children in your group. Each child will receive a compound word card and its corresponding component word cards. Example: Joshua receives the component word cards "bird" and "house." Joshua also receives the compound word card "birdhouse."

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

Today we are going to make some more compound words. Who can tell us what a compound word is? (when we put two words together and they make a new word) Each of us will receive two word cards and a compound word card. The two word cards will make a compound word when you put them together.

[*Give each child two component word cards and the corresponding compound word card.*]



squiddles/flickr/(CC BY-NC 2.0)





Ted/flickr/(CC BY 2.0)

EXPLAIN: Take a look at your cards. I am going to invite each of you, one at a time, to show us your cards. When you show your cards, tell us the name of the picture on each card. If you aren't sure what word the picture stands for, we will help you. Then you will put two of the word cards together. The two words will make a compound word. Let me show you first.

ACT: [*Hold up two component word cards.*]

This is a _____ and this is a _____.

[*Place component word cards on the floor as you say them again. Hold up the compound word card.*]

Together they make the compound word _____.

Let's clap for each part of the new compound word.

[*Lead children in clapping two times, once for each part of the new compound word, as you say the word together.*

Place the two component word cards on the floor in front of you with the new compound word card below them.]

Now it is your turn to try!

[*Call on each child, one at a time. As you move around the circle, follow the same procedure as described earlier. Continue until all children have had a turn.*]

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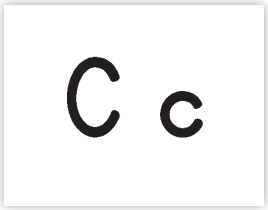
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WEEK 8
DAY 4

Understanding Letters *continued*

Language/ Literacy

EXPLAIN: Let's learn more about the letter C.



[*Display letter C card.*

If a child(ren) whose name begins with the letter C was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter C when you say the name.]

Maybe someone in our group has the letter c somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase c and it will look like this.

[*Point to the lowercase c on the letter card.*]

Pop up if you have the letter c somewhere else in your name (not at beginning).

[*If a child has the letter c somewhere else in his/her name, point to the name and to the letter c on the list of children's first names so all children can see the name and the letter c.*]

ASK: What is our word that begins with the letter C? (creative)

ACT: The letter C says /k/, just like in the word "creative." /k/, /k/, creative. Let's say that together: /k/, /k/, creative.

I have two pictures of things that begin with the letter c. I wonder what they could be.


car


cake


cat


cow

Toyota UK/flickr/(CC BY-NC-ND 2.0)
Niek Sprakel/flickr/(CC BY 2.0)

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says cat. The letter c is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that start with the letter C and write them on our chart. Remember, the letter C says /k/, /k/.

[*Help children by suggesting other words that start with c. Examples: camel, coyote, caterpillar.*

Invite one or more volunteer children to find the letter c in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

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Understanding Letters *continued*

Demonstrate and describe how to mark the uppercase letter C on your chart paper.]

We use one line to make an uppercase C. The line curves around like this.

[*Give each child his/her letter journal.*]

Now we are going to write the letter C in our letter journal. Please write the uppercase (big) letter C in your journal. Write as much of the letter as you can.

RECAP: Today we practiced putting two words together to make a new word. What is the new word called? (compound word)

We also learned that the letter C says /k/, just like at the beginning of the word "creative." We made the uppercase (big) letter C in our letter journal. Let's say together the sound the letter C makes (/k/).

Scaffolding Tips

Extra support ■ If children have difficulty determining the new word made by combining two component words, point to each word as you say it. Begin by saying each word, using a pause between the two words. Then say both words together. Example: bird . . . house, birdhouse. ■ Some children may wish to "pass." Provide children who "pass" another opportunity to participate at the end of the game if they wish. ■ After demonstrating how to make an uppercase C, turn your back to children and lead them in making the letter C in the air with their arm and hand. ■ Use one or both of the cards not selected in the main activity to help children understand the first letter of the pictured animal or item.

Enrichment ■ Discuss other compound words not included in your collection of compound word cards. Example: "What new compound word can we make when we put the words "week" and "end" together? (weekend) Some examples of new compound words include:

airplane	backpack	carwash	chalkboard	cheerleader	doorknob
applesauce	sailboat	milkshake	ladybug	waterfall	classroom
outside	playground	shoelace			

■ You may wish to introduce the soft sound for the letter C if a child shows interest. Examples: celery, circle, and city. ■ If a child indicates his/her name begins with a C that does not have a /k/ sound (examples: Charlie, Chanele), explain that some letters make more than one sound. Example: "Some letters make more than one sound. C is one of those letters. You are right, your name starts with the letter C and it sounds like (initial sound of child's first name)." ■ Some children may be interested in your demonstrating and describing how to make a lowercase c. Example: "We use one line to make a lowercase c. The line curves around like this. A lowercase c looks like an uppercase C, but it's smaller."

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WEEK 8

DAY 4

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide *component and *compound word cards used in today's activity. Encourage children to match component word cards to make new compound words.

*Printables provided

Family Child Care

Children in your setting will enjoy a compound word snack or lunch! Examples of foods to include: hotdogs, strawberries, blueberries, applesauce, goldfish crackers, sunflower seeds, pancakes, meatballs, watermelon, grapefruit. Invite school-age children to make a book about the compound word lunch or snack. Encourage children to draw a picture of each part of the compound word. Example: Pancakes; picture of a pan, picture of cakes.

The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 8

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will form equal groups.

Key Concepts

Review: Equal

Materials Needed

*2 sets of small dot cards 1–8

20 toy pennies

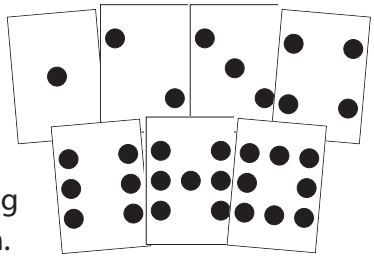
*Printables provided

Optional Reading

Counting Crocodiles by Judy Sierra

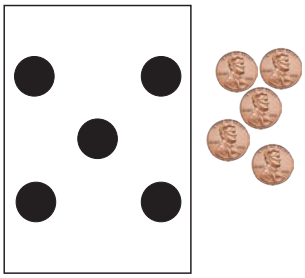
BEGIN: Let's try counting to 10 and tapping our knees at the same time. We will say a number each time we tap our knees. Where are our knees?

[*Lead children in counting to 10 while tapping their knees each time they say a number.*]



EXPLAIN: Today we are going to use dot cards and pennies to do a counting activity. I am going to put the dot cards on the table face down.

- When it is your turn, you get to pick a dot card. Then please count the dots out loud and say how many there are.
- After you've said the number, you may count the same number of pennies. You'll keep those pennies next to the first dot card. You will have an equal number of pennies and dots. Remember, equal means they are the same.



- Then you will pick another dot card and do the same thing. You will count the dots on the second dot card out loud and say how many there are.
- Then you will count out the same number of pennies for your second dot card and put them next to the second dot card.

ACT: I will show you how to play before we begin.

- [*Demonstrate how to pick a card and count the dots out loud. Say a number word each time you touch a dot with your finger. Leave the card face up on the table.*
- *Say "There are ___ dots on my card, so I need to count ___ pennies." Count out the corresponding number of pennies. Put the pennies next to the card.*
- *Choose a second dot card. Count the number of dots out loud and then count out that many pennies. Put the pennies next to the second dot card.*
- *Guide children as appropriate in following the steps described above. After all children have had a turn, return the pennies and cards to their respective piles and play again if time allows.*]

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WEEK 8

DAY 4

Counting Things *continued*

123 Mathematics

RECAP: Today we practiced counting by choosing a dot card and counting the number of dots on the card. Then we counted the same number of pennies. We did this with two different dot cards.

Scaffolding Tips

Extra support ■ If children find it too challenging to count pennies for the first card, do not introduce a second card. Provide another experience with the same card or a card with fewer dots. ■ If children count but do not touch each item as they count, help by gently guiding their finger to point to each dot or penny as you count together. ■ Remind children to ignore the first card and to focus on their second card while counting pennies to match the number of dots.

Enrichment ■ After a child has made groups to match the dots on both dot cards, ask children to determine which group has more.

123 Center Activity

Use the *dot card and penny game played during today's main activity. Children choose a card, count the number of dots, and count the same number of pennies. Ask children to count the number of dots on the card out loud. Observe whether children can match the number of dots on the card with the correct number of pennies. Provide assistance if needed.

*Printables provided

Family Child Care

Give each preschool-age child a counting book that counts items to 10. Examples: *Big Fat Hen* by Keith Baker, *Ten Little Fish* by Audrey Wood, *Uno, Dos, Tres; One, Two, Three* by Pat Mora. Invite children to first count the number of items on a page and then make an equal group of counters. Provide school-age children with books that count higher, such as *Click, Clack, Splish, Splash: A Counting Adventure* by Doreen Cronin and *Each Orange Had 8 Slices* by Paul Giganti, Jr.

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WEEK 8

DAY 4

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Family differences

Children will understand the kinds of things grandparents do with their grandchildren.

Key Concepts

Review: Grandparent

Materials Needed

Our Grandparents: A Global Album by Maya Ajmera, Sheila Kinkade, & Cynthia Pon

Also Promotes

Language/Literacy

Optional Reading

Full, Full, Full of Love by Trish Cooke

Revised: 12/1/2025

BEGIN: Last week we began to talk about our grandparents and older people in our families. Remember, a grandparent is the parent of your mom or dad.

We looked at pictures of grandparents doing things with children and talked about our own grandparents or older family members.

EXPLAIN: [*Display book cover.*]



Today we are going to read a book about grandparents who live in different parts of the world. Our book is called *Our Grandparents*. It was written by Maya Ajmera, Sheila Kinkade, and Cynthia Pon.

[*As part of reading the book, use your own words to describe illustrations.*

After reading the book, use questions, such as the following, to engage children in a discussion:]

- What kinds of things were the grandparents in the book doing with their grandchildren?
- Do you do the same kinds of things with your grandparents or an older member of your family?

RECAP: Today we read a book about grandparents. The book had pictures of people who live in different parts of the world. Grandparents and older family members in different parts of the world do many of the same things our grandparents do!

Scaffolding Tips

Extra support ■ If children mention different types of clothing worn by grandparents and children in the book, discuss how grandparents and children from different parts of the world are unique just like us.

Enrichment ■ Turn to two adjacent pages of the book and encourage children to describe what is the same and what is different in the pictures of families shown on the pages.

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WEEK 8

DAY 4

Respecting Our Differences
continued

Social Studies

Center Activity

Place the book used in today's activity in the library center. Invite children to describe the pictures to each other.

Family Child Care

If possible, involve children in your setting in a visit to the home of a child's grandparent. Discuss questions the children may have for the grandparent before the visit. Examples: "What did you like to do when you were little?" "What was your childhood home like?" "Did you have a favorite game to play when you were little?" If children in your group do not have a grandparent to visit, invite an older friend to your home to visit with children.

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WEEK 8

DAY 4

Moving Our Bodies

Physical/ Health

Be Prepared: Provide sufficient space between children for active movement of their bodies. Omit use of the CD if time or child interest is limited.

3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will strengthen skills in balancing their bodies.

Key Concepts

Review: Balance

Materials Needed

Kids in Motion CD

CD player

Also Promotes

Self-Regulation

BEGIN: We are practicing how to move our bodies. We know that we balance our bodies when we walk, march, gallop, and hop. Remember, when we balance something, we keep it steady. We do not fall over when we balance our bodies.

EXPLAIN: Today we will practice balancing our bodies in different ways. We will stay in our personal space. We need to make sure there is enough space between each of us so we don't bump into each other.

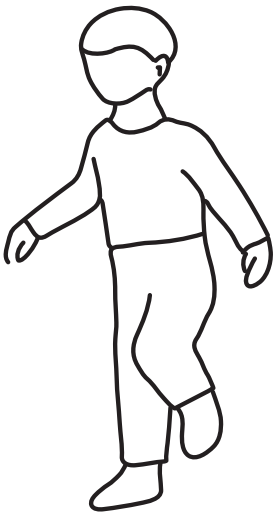
ACT: Let's practice with a simple balance pose. Please stand on both of your feet.

[*Encourage children to stand on both feet with arms in a relaxed position on the side. Encourage children to stand evenly on their two feet and to not shift their weight to one leg while standing on both legs.*]

We have the weight of our body on both of our feet. We are balancing. Both of our legs and feet are balancing our body. Both of our legs and feet are holding the weight of our body. We are not falling over.

Now let's balance our bodies on one leg and foot. We stood on one foot last week when we were practicing how to hop.

[*Encourage children to stand on one foot.*]



ASK: It is harder to stand on one foot than on two feet. Why?

EXPLAIN: [*Point to the part of your body that is above the leg you are not standing on as you describe the following:*]

Part of the weight of our body is above the leg we are not standing on. One leg does the "work" of two legs. We move (or shift) the weight of our body when we balance ourselves with different parts of our body.

When we practiced hopping last week, we learned that moving our arms a little bit may help us keep our body balanced. We can also put our hands a little bit to the side of our body to help us keep balanced.

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WEEK 8
DAY 4

Moving Our Bodies *continued*

Physical/ Health

ACT: Let's stand on one leg and foot again. This time, pay attention to whether your hands or arms help you keep balanced.

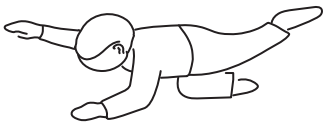


[*Encourage children to stand again on one foot.*]

ASK:
- Did you use your arms or hands to help you keep from falling?
- What did you do?

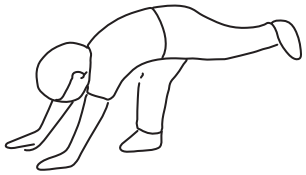


ACT: Let's try to balance on different parts of our bodies. We will practice moving the weight of our body to different parts of our body so we do not fall over.



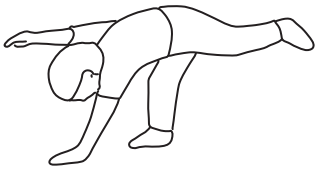
[*You may want to create more space between children for the following actions.*]

Listen carefully to the body parts I say. It is okay if sometimes we have a really hard time keeping our bodies balanced. We are practicing.



[*Use as many of the following suggestions as time and children's interest allow.*]

- Two feet and two hands
- Two knees and two elbows
- One knee and one elbow (opposite knee and elbow)
- One foot and two hands
- One foot and one hand (opposite foot and hand)



Now let's try to balance our bodies while listening to a song. The song is called "The Balancing Act." Listen carefully to the song. The song will tell us how to move our bodies.

[*Play Track six on Kids in Motion CD. You may wish to repeat the song if time and children's interest permit.*]

RECAP: Today we practiced balancing our bodies in different ways. Our body stays steady when it is balanced. Our body does not fall over. We paid attention to how we can move (or shift) the weight of our body when we try to balance ourselves with different parts of our body.



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WEEK 8

DAY 4

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ If a child has difficulty balancing on one foot, move the child's space nearer to a wall or other large object the child can use to assist in the balancing. ■ Invite a volunteer child to demonstrate the various balancing poses. ■ Suggest alternative poses for children who find a specific balancing pose too challenging. Example: If balancing with one foot and one knee is too challenging for a child, encourage the child to use both feet and knees.

Enrichment ■ Encourage children to offer ideas on body parts to use in balancing.

Center Activity

In a gross motor or other large carpeted area, provide two *balance game cubes. Encourage children to roll both cubes and then balance their bodies with the two body parts shown on the top of each cube (one per cube). If the combination is not of interest, children should feel free to roll the cubes again for a different combination.

*Printables provided



Family Child Care

Invite a school-age child in your setting to demonstrate the balancing poses included in the activity.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs*. Champaign, IL: Human Kinetics.

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WEEK 8

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

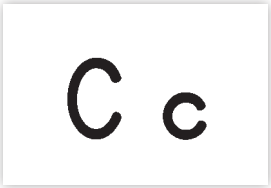
Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [*Display letter C card.*]

What is the name of this letter? What sound does the letter C make?

Letter C says /k/, just like in the word "creative." /k/, /k/, creative. Let's together say /k/, /k/, creative.



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter C.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter C card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 8

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will practice one-to-one counting and making equal groups.

Key Concepts

Review: Equal

Materials Needed

4 chairs

*3 animal spots cards from Day 3

*1 set of small dot cards 1–10

*Printables provided

Optional Reading

Over in the Meadow by Olive A. Wadsworth

BEGIN:
- Where is a group of two things in our classroom?
- How about a group of three things?
- Where is a group of four things in our classroom?

EXPLAIN: This week we are making equal groups. What are equal groups? (groups with the same amount of items)

We pretended to put people in a car to go on a trip. I made a group of people in my pretend car and you made a group to match mine. We made equal groups.

I am going to set up some chairs in a row. Let's pretend the chairs are seats in a car. Let's practice making equal groups by filling each chair. We need the same number of people as chairs.

ACT: [*Set out two rows of two chairs.*]

- This is our pretend car. How many chairs do we have? (four)
- We want one person to sit in each of the chairs. How many people do we need to fill the seats in our pretend car? (four)



Let's make a group of four people to sit in our pretend car!

[*Count out four children and invite them to sit in the chairs. Explain that we now have equal groups; four seats and four people.*]

EXPLAIN: Yesterday we counted pennies. We used dot cards to know how many pennies to put in a group. When we chose a card, we counted the dots and made an equal group of pennies.

ACT: Let's practice counting with the dot cards again. This time instead of using pennies, we will use our fingers. When I hold up a dot card, let's together count the dots and then we will hold up the same number of fingers.

RECAP: This week we practiced counting and making equal groups. We know how to count out items that are the same amount as another group. When we do this, our groups are equal. Counting is fun!

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children have difficulty counting items, count slowly and invite them to point to the dots on the cards with you as you count out loud together. ■ If children require additional practice with counting, count spots on animal cards. Hold up three cards, one at a time, as children count the number of spots on each animal.

Enrichment ■ Invite children to match the number of dots on a card by assembling the same number of classroom peers in a group.

123 Center Activity

Provide Unifix® cubes and *small dot cards. Encourage children to choose a dot card and snap together the corresponding number of cubes. As children choose a card, ask them to count the dots out loud.

*Printables provided

Family Child Care

Encourage all children in your setting to make equal groups outdoors. Make a group of 1–10 with items, such as sticks, rocks, and leaves. Encourage preschool-age children to make equal groups of items. Invite school-age children to work in pairs to make larger equal groups.

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WEEK 8

DAY 5

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Family differences

Children will understand how grandparents and grandchildren are the same and different.

Key Concepts

Review: Grandparent

Materials Needed

*5 pictures as shown

Also Promotes

Language/Literacy

*Printables provided

Optional Reading

Grandpa Green by Lane Smith

Revised: 12/1/2025

BEGIN: We are learning about our grandparents or older family members. Remember, a grandparent is the parent of your mom or dad. We've talked about what makes them special and what we like to do with them.

EXPLAIN: In some ways grandparents and older people in our families are the same as us, and in other ways they are different. Today we are going to look at some pictures of grandparents and children and think about how they are the same and different.

ACT: [*Display pictures of a grandparent and child, one at a time. Discuss with children how they are the same and different. Examples: "The grandpa has hair just like the boy. This is the same. The grandpa has a beard and the boy does not have a beard. This is different."*]







ASK:

- How are you the same as your grandparent or an older person in your family?
- How are you different?

EXPLAIN: We can be the same and different as our grandparents in many ways. Let's learn a fun fingerplay about grandparents. Please watch and listen closely as I show you.

ACT: [*Say the adjacent fingerplay slowly as you do the hand motions.*]

Now let's try it together!

[*Encourage children to say all or part of the fingerplay together as they do the hand motions.*]

These are Grandma's glasses,
[*make circles around eyes with fingers*]
This is Grandma's hat.
[*use one hand and pretend to place hat on head*]
This is the way she folds her hands,
And puts them in her lap.
[*fold hands in lap*]
These are Grandpa's glasses,
[*make circles around eyes with fingers*]
This is Grandpa's hat.
[*use two hands and pretend to place big hat on head*]
This is the way he folds his arms,
Just like that!
[*fold arms across chest*]

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WEEK 8

DAY 5

Respecting Our Differences
continued

Social Studies

RECAP: Grandparents and older people in our families are unique just like us. Today we talked about how they can be the same and different from us. We also learned a fun fingerplay about a grandma and grandpa. Let's say and do the fingerplay one more time!

Scaffolding Tips

Extra support ■ If necessary, provide hints for children as they look for things that are the same and different in the pictures. Example: "How is their hair the same? How is it different?" ■ Children will learn more about comparing the different stages of a person's life cycle in Science during Week 19.

Enrichment ■ Share with children that a great-grandparent is the mother or father of their grandpa or grandma.

Center Activity

Provide *pictures from today's activity. Encourage children to compare the pictures to each other. Example: "How is the picture of the boy and his grandfather the same or different from the girl and her grandmother?" Provide materials for children to make a special drawing or card for a grandparent or older person in their family.

*Printables provided

Family Child Care

Children in your setting will enjoy sharing books about grandparents. Examples: *What Grandmas Do Best, What Grandpas Do Best* by Laura Numeroff and *My Grandparents Love Me* by Claire Freedman. Encourage school-age children to read aloud books to younger children or talk about pictures in a book. Preschool-age children may enjoy looking at the pictures and identifying things they like to do with their own grandparents or older family members.

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WEEK 8

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Small Group

Be Prepared: Place cards in a line or in a large circle on the floor of your activity space. Provide sufficient space for individual child movement at each card. Children rotate through six different balancing poses (cards). Designate an area for children to wait for a turn through the six poses (cards) if there are more than six children in your small group. Children also can wait in this area after trying each of the six poses.

Skill and Goal

Motor development

Children will practice balancing their bodies in six different poses.

Key Concepts

New: Pose

Review: Balance

Materials Needed

*6 pictures as shown

Also Promotes

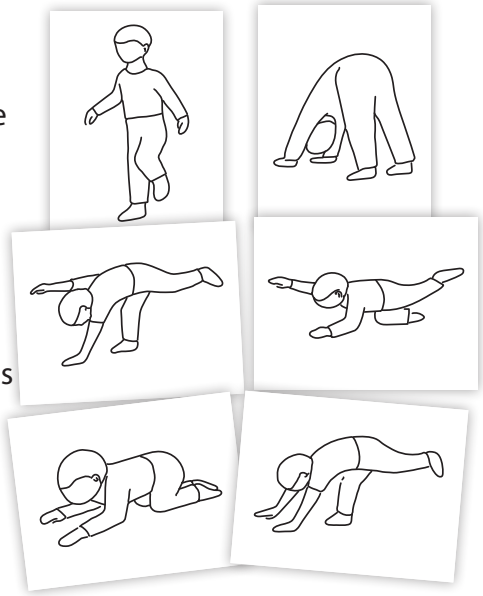
Self-Regulation

*Printables provided

BEGIN: Yesterday we practiced balancing our bodies by using different parts of our body. Who remembers what it means to balance something? (to keep something steady)

EXPLAIN: Today we will look at some drawings of how a child is balancing his/her body. We will practice balancing our body the way the child in each drawing is balancing his/her body. The child in the drawing is showing a pose. A **pose** is a way of holding our body.

[*Point to cards on the floor.*]



There is one drawing on each of the cards on the floor. We will move from drawing to drawing.

We may not be able to do some of the balance poses. Some poses are harder to do than other poses. But we can try. It is okay if some of the balance poses are too difficult for us to do.

ACT: Let's look at each of the drawings before we begin moving from card to card. We did each of these balance poses yesterday.

[*Display each card and invite a volunteer child to demonstrate the balance pose shown on the card. Provide supportive guidance to the volunteer and describe how the child is trying to balance his/her body.*]

Now we all get to try each balance pose.

[*Guide children through the six cards. Explain that it is okay to make changes to a pose that will help them keep balanced. We are learning about balance by practicing. A brief amount of time is needed for each pose. Repeat the cycle if there is time and child interest.*]

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WEEK 8
DAY 5

Moving Our Bodies *continued*

Physical/ Health

ASK: [*At the conclusion of the balancing efforts:*]

- Which balance pose was the easiest?
- What made it easy?

RECAP: Today we learned more about balancing our bodies by practicing different balance poses. Each pose used different parts of our body. We tried six different balance poses.

Scaffolding Tips

Extra support ■ Encourage children to make changes in balancing poses they find too challenging. Example: In the pose that involves both knees and one elbow, use one hand and one elbow instead of balancing on one elbow only. ■ Some children may prefer to do balancing poses alongside a friend.

Enrichment ■ As a contrast to discussion of the "easiest" balancing pose to do, ask children which pose was the hardest to do and why it was the most challenging pose. ■ Children who offered ideas on body parts to use in balancing the prior day may wish to do a drawing of their suggestion.

Center Activity

Draw several balancing poses with chalk on the pavement for children to try during outdoor time.

Family Child Care

Invite a school-age child in your setting to help younger children try out the various balancing poses, using verbal guidance (not manipulation of another child's body).

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WEEK 9 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to put two words together to make a new (compound) word (Days 2, 4)
- The name, sound, written form, and uses of the letter O (Days 2–5)

Mathematics

Working with Shapes

- How to describe and make four basic shapes (Days 1, 5)
- How to make a new shape from other shapes (Days 2, 5)
- How to create a picture using shapes (Days 3, 5)
- How to sort items in our classroom by shape (Days 4–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and remembering (Day 1)
  - *The Freeze Game*

Social-Emotional

Getting Along With Others

- Different ways to give a compliment to someone (Day 2)
- How to give a "thumbs-up," "high five," say something nice, and give a gentle hug
- Practicing giving and receiving compliments (Day 3)

Social Studies

Respecting Our Differences

- Families share how they are unique (Days 4-5)
- Family members sharing special things about their families (Days 4-5)

Science

Being a Scientist

- How to use our sense of sight to play the *I Spy* game (Day 1)
- People who do not have the sense of sight (blind) use other senses to learn more about something (Day 1)
- How to use our sense of smell to learn more about something (Day 2)
- How to use our sense of touch to learn more about something (Day 3)

Physical/ Health

Moving Our Bodies

- How to twist our bodies in different ways (Day 4)
- How to turn our bodies and balance while walking on a line (Day 5)

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WEEK 9

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter C.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter C card

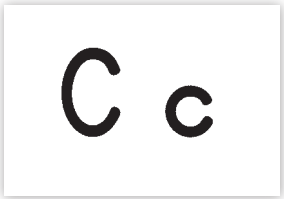
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.



BEGIN: [*Display letter C card.*]

The word "creative" begins with this letter. What is the name of this letter?

Letter C says /k/, just like in the word "creative." /k/, /k/, creative. Let's together say /k/, /k/, creative.

Who would like to tell us another word that begins with the letter C?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 9

DAY 1

Working with Shapes

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will describe and construct four basic shapes.

Key Concepts

Review: Circle
Square
Triangle
Rectangle

Materials Needed

*Large circle, triangle, square, rectangle cutouts—1 of each

4, 14-inch pieces of yarn per child

*Printables provided

Optional Reading

City Shapes by Diana Murray

BEGIN: Today we will learn more about shapes. Remember, a shape is something that has a certain outline. What are some of the shapes we are learning about? (circle, square, triangle, rectangle)

I have a circle, square, triangle, and rectangle. Let's talk about what we know about each of these four shapes.

[*Hold up each shape as you engage children in a discussion of each:*]

ASK:

- What is something special about a circle? (it is round, it has a curved line)
- How do we describe a triangle? (it has three straight sides, it has three corners)
- Who would like to tell us about a square? (it has four equal sides, it has four corners)
- What is special about a rectangle? (it has four straight sides, it has four corners, corners are like the corners of a door)

EXPLAIN: Today we will use yarn to make shapes. Each of us will get some yarn to make the shapes we know.

Please watch me make a shape with yarn. When I have finished, see if you can tell what shape I made.

[*Demonstrate how to make a circle, square, triangle, and rectangle with the yarn in an area where children can see. After making each shape, invite children to say the shape you made. State or restate the correct name of the shape after children have offered guesses.*]

Now we get to make our own shapes! We will use our yarn to make a circle, a square, a triangle, and a rectangle.

ACT: [*Pass out four 14-inch pieces of yarn to each child. Be sure each child has sufficient room to work on a desktop or on the floor. Display the four shapes so all children can see them.*]



Observe and ask questions as children make their shapes. Examples: "What shape are you making?" "How many sides

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Working with Shapes *continued*

does it have?" "What is something that is the same shape?" "How is this shape different from a circle?"]

RECAP: Today we practiced describing and making the shapes we know. Who would like to show us how to make a circle with your hands? How about a triangle?

Scaffolding Tips

Extra support ■ If children have difficulty making shapes with their yarn, provide a cutout for them to "trace" with the yarn. Another option is to put marks on paper in key parts of a shape (example: some or all corners) for children to use as anchors in creating a shape with yarn. ■ Encourage children to trace around different shapes in their environment.

Enrichment ■ Ask children to find a partner and make a square together with their hands. Can they make a rectangle? ■ Encourage children to make several triangles of different sizes (different sizes of corners). See examples in Week 5, Days 2 and 3.

123 Center Activity

Provide craft sticks. Invite children to make various shapes with the sticks.

Family Child Care

Have older and younger children work in pairs to make their shapes. Encourage them to describe the shapes they've made.

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WEEK 9

DAY 1

Focusing & Remembering



3-5 YEARS

Large Group

Be Prepared: Suggested song with both fast and slow tempos: "Bop 'Til You Drop" on Greg and Steve's *Kids in Action* CD.

If time permits, offer *Orange Circle, Purple Circle* from Week 8, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Orange Circle, Purple Circle* from Week 8, Day 1. The game for today may be less challenging when offered again at a later point.

Skill and Goal

Executive function

Children will regulate their behaviors in response to changes in aural prompts.

Key Concepts

New: Freeze

Review: Focus

Materials Needed

Song with a fast tempo and slow tempo (see Be Prepared)

Music player

BEGIN: Today we will play a game called *The Freeze Game*. The game will help us learn how to focus our attention on what we are expected to do. What does it mean to focus on something? (concentrate on it)

EXPLAIN: We will use music to play this game! We will dance when we hear the music. We will freeze when the music is turned off!

ASK: What do you think it means to freeze?

EXPLAIN: When we **freeze**, we stop what we are doing and hold our body in the position it is in. Let me show you.

ACT: [*Play music as you dance around for a few seconds. Have another adult stop the music as you freeze in place.*]

Now let's try it together!

[*Invite children to stand. Play music and encourage children to dance as you dance. Then stop the music and freeze. Encourage children to do the same. Play the game for several minutes.*]

Let's change the game a little bit. This time we will hear a slow song and then a fast song. We will dance slowly when we hear a slow song and dance quickly when we hear a fast song. Let me show you.

[*Have an adult help you demonstrate. Dance quickly when he/she plays a fast song. Dance slowly when he/she plays a slow song. Intermittently have the helper stop the music as you freeze in place. Invite children to play with the new rules. Continue playing as time permits and children remain appropriately engaged.*]

RECAP: Today we focused on what we were expected to do when we played *The Freeze Game*.

- How did we know what to do during the game? (listened to music)
- Why did we need to pay close attention? (because the music changed)

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WEEK 9

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ If children need an additional visual reminder of the action to be completed for *The Freeze Game*, stand next to the child and perform the action as you change the music. Example: Dance quickly while playing the fast music and dance slowly while playing the slow music, while positioned next to the child. ■ If children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to stand near children who find it challenging to regulate their behavior during the game.

Enrichment ■ Invite children to try another rule change for *The Freeze Game*: Dance quickly to slow music and slowly to fast music.

Center Activity

Invite children to continue playing *The Freeze Game*. Provide music and encourage children to take turns turning the music on and off.

Family Child Care

Invite children in your setting to dance to "The Freeze" on the Greg and Steve's *Kids in Motion* CD. Encourage children to dance as the song is sung and freeze when the lyrics say "Freeze!"

The Freeze 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.

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WEEK 9

DAY 1

Being a Scientist

Science

3-5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of the sense of sight.

Key Concepts

New: Glasses

Review: Sight
Blind

Materials Needed

None

Be Prepared: If your classroom includes a child(ren) with severely limited or no vision, encourage the child to offer any additional information he/she would like. You may also wish to invite the child's parent to share information on blindness with children in your classroom.

BEGIN: We are learning about our five senses. Each of our five senses is like a tool that we use to learn more about something.

ASK:
- What do we use our eyes for? (seeing or sense of sight)
- How about our ears? (hearing)
- What are the other three senses? (smelling, touching/feeling, tasting)



EXPLAIN: We are going to play a game that uses our sense of sight.

ACT: The game we are going to play is called *I Spy*. Have you played this game before?

[*Invite children to share their experiences playing the game. Offer clarifications or elaborations as needed.*

As you play the game, find various things in the room that children are able to see. Example: "I spy something that is large and square. It has letters on it and is blue. Can you find it?" (a rug) If children have difficulty finding an item, give additional hints until it is found.]

Let's try to play the game with our eyes closed.

[*Begin playing the game with children while they have their eyes closed. Example: "I spy something red and round. What is it?" The intent is to emphasize the importance of our sense of sight. Point out that it is impossible to play the game without a sense of sight. Then invite children to open their eyes.*]

ASK: What is it like when your parents turn out the light in your bedroom at night?

EXPLAIN: We can see in our room again when the light is turned on.

Many people wear glasses.

ASK:
- Do you know someone who wears glasses?
- What are your ideas about why some people wear glasses?

EXPLAIN: **Glasses** help people who have trouble seeing things. They help people see things better.

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Being a Scientist *continued*

Science

Some people do not have a sense of sight. We know that when someone is not able to see it is called blind. They can't see things even when a light is turned on.

People who are blind use their other senses to learn about things around them. They can use their senses of hearing and touch to learn more about something.

RECAP: Today we used our sense of sight to play a game. We learned that we need our eyes in order to play the game. The sense of sight is a tool we can use to learn more about things. People who do not have a sense of sight use other senses to learn about things.

Scaffolding Tips

Extra support ■ In the opening review of the five senses, it may be helpful to use the chart from Week 8, Day 1 and/or point to the pertinent body part as you name each sense. ■ To be certain that all children get a chance to play the game, call on individual children to find something. Example: "Adriana, I spy something that is pink and round. Can you find it?" ■ Individualize this game by giving each child an item that he/she will be able to find. Some children may be better able to find nearby, obvious items.

Enrichment ■ Ask a volunteer child to be the person who "spies" something. The child's job is to describe characteristics of the target item and patiently wait for answers.

Center Activity

Supply craft rolls covered and taped on one end with different colors of cellophane. Encourage children to look through the rolls to compare how things look through different colors.

Family Child Care

Play a version of *I Spy* with all children in your setting at snack time, called *I Taste*. The activity provides opportunities for children to describe different tastes. Invite children to describe a snack food by its taste, not its name. Example: "I taste something sweet and soft on my tongue." (applesauce) School-age children may enjoy a version of this game that includes familiar foods that are not currently served for snack time. Example: "If I tasted something salty that was square and crunchy, what could it be?"

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WEEK 9

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will deepen their understanding of a compound word. Children also will identify and name the letter O.

Key Concepts

Review: Compound word
Observe

Materials Needed

*Compound and component word cards (see Be Prepared)

*Letter O card

Chart paper

Marker

Children's name cards

List of children's first names

*Printables provided

Be Prepared: Organize three component cards for each child plus yourself. Two of the three cards should form a compound word. Mix up the three component cards in each set. Put in a separate collection the compound word cards that correspond to the "matching" component cards given to children. Keep the collection of compound word cards near you during the activity. Select compound words that readily help children understand that the meaning of a compound word is different than the meanings of its component words. Suggestions include the following: raincoat, basketball, watermelon, pancake, cupcake, fingernail, bookshelf, hotdog, sandbox. The activity plan uses "raincoat" for your demonstration of the activity.

BEGIN: Today each of us is going to make a compound word. Remember, we can make a compound word by putting two words together.

[*Give each child three component word cards as described in Be Prepared. Keep one set of three cards for your demonstration of the activity.*]

EXPLAIN: Each of you has three word cards. We will each make one compound word with two of our word cards. I will tell you the compound word you can make with two of your cards. Let me show you.

ACT: [*Place your three component word cards in front of you. Point to and say the name of each card.*]



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I have the cards "rain," "butter," and "coat." I want to make the word "raincoat" with two of my cards. I know that the word "raincoat" is made up of two different words. "Raincoat" is a compound word. I am going to listen carefully to the sounds of the word "raincoat."

ASK:

- What is the first word we hear in the word "raincoat"?
- What is the second word we hear in the word "raincoat"?

EXPLAIN: The two words we hear in the word "raincoat" are "rain" and "coat." Now I need to find a card that says "rain" and another card that says "coat."

ACT: [*Display each of your three component cards to children, one at a time, and ask for their help in identifying the cards that represent "rain" and "coat." Invite children to describe each card, including the "butter" card. Explain why this card does not help make the word "raincoat" by emphasizing the sounds of the words. Example: "Does the word 'butter' sound like 'rain' or 'coat'?"*

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Understanding Letters *continued*

Put the "rain" and "coat" cards next to each other, with pictures facing in a direction that children can see. Point to each component card as you describe how you formed the compound word.]

I can make the word "raincoat" with two of my cards. I have put the two cards together. I do not need the other card. I am going to put the other card in a separate place.





[*Put the non-matching component card to the side so it does not distract attention away from the "rain" and "coat" cards. Display the "raincoat" compound word card.*]



EXPLAIN: Here is the card that shows the word "raincoat." Let's look at each of the cards in front of me. The card with the word "raincoat" shows a picture of a raincoat. A raincoat is something we wear when it is raining outside. A raincoat helps us to keep dry.

Now it's your turn to try. I will tell each of you the compound word you can make with two of your three cards. Put in front of you the two word cards that make your compound word. After you make your compound word, I will give you the card that says the name of the compound word. Then we will talk about each of our compound words.

ACT: [*Give children several minutes to make one compound word from their three component word cards. Observe and help if necessary. When a child has formed the designated compound word, give the child the appropriate compound word card.*]

EXPLAIN: Now we are going to take turns talking about our compound word. When we talk about our compound word, we will each have a chance to lead the group in clapping for each part of our compound word. Let me show you.

ACT: I have the compound word "raincoat."

[*Point to or hold up the "raincoat" compound word card.*]

Let's clap once for each part of the word "raincoat."

[*Lead children in clapping two times as you say the word "raincoat."*]

We will go in a circle so everyone has a turn to talk about their compound word and lead us in clapping. Let's begin with _____.

[*Use the following questions or prompts for discussion of each child's compound word.*]

- Invite child to say and show card for compound word.

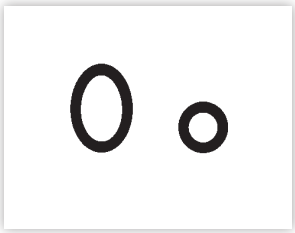
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Understanding Letters *continued*

- Invite child to lead group in clapping the two parts of his/her compound word.
- Invite child to describe the picture on the compound word card. Help as necessary. The goal is to make sure all children understand the meaning of the compound word.
- Engage children in a discussion of whether the compound word means something different than the component words.

EXPLAIN: Today we are going to learn a different letter of the alphabet.

[*Display letter O card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter O. We can write the letter O in two ways. We can write the letter O like this.

[*Demonstrate writing an uppercase O at the top of a chart paper.*]

This is an uppercase O.

We can also write the letter O like this.

[*Demonstrate writing a lowercase o at the top of a chart paper.*]

This is a lowercase o.

We are learning what it means to observe something. We know that when we observe something we look carefully at it. Observe is a word that starts with the letter o. I will write this word on our chart. I am going to write the word "observe" with a lowercase (small letter) o.

[*Say each letter as you write the word. Emphasize o.*]

Let's all say the word "observe."

[*Invite a volunteer child to point to the letter o in the word "observe."*]

Let's look at the very first letter of our name. Pop up if you have the letter O at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an O at the beginning of their name. If there are children whose name begins with the letter O but do not stand, point to the letter O on their name card. Compare the letter O in their name as you hold the letter O card next to their name card.*

If no one in the group has a first name beginning with the letter O, say "No one popped up because no one has a name that starts with the letter O." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter O.

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Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter O in his/her name but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter o that appears somewhere else in a child's name.]

RECAP: Today we put word cards together to make new compound words. We shared our two new compound words with each other.

We also learned about the letter O. What is a word that begins with the letter o? (observe, perhaps the name of a child in your group)

Scaffolding Tips

Extra support ■ If a child has difficulty identifying the two component words, point to and describe each component word. Emphasize the sound of the word. Does it sound like part of the child's compound word?

Enrichment ■ Do not tell children the name of their respective compound word if you anticipate they can readily form the word from two of the three component cards. ■ Invite children to describe the picture on each of the two component cards.

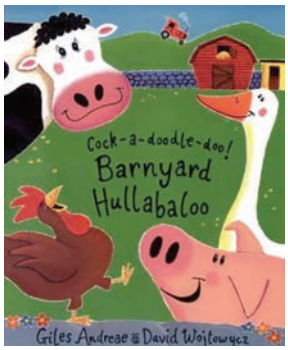
Center Activity

Provide new *component and compound word cards not already used in today's activity. Encourage children to match component word cards to make new compound words.

*Printables provided

Family Child Care

School-age children may enjoy reading the book *Cock-a-Doodle-Doo! Barnyard Hullabaloo* by Giles Andreae to younger children in your setting. Each time the word "barnyard" is read, invite children to clap once for each part of the compound word. Children may also enjoy looking for other compound words in the book, such as "sheepdog," "nightfall," and "nighttime."



The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 9

DAY 2

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will understand that a shape can be made by putting shapes together and by taking a shape apart.

Key Concepts

New: Diagonal

Review: Square
Triangle
Rectangle

Materials Needed

2 identical squares (see Be Prepared)

1 pair of scissors (for staff use only)

2 square and 2 triangle shapes (pattern blocks) per child

Be Prepared: Cut two identical squares from paper of the same color. You may wish to prepare several extra squares for repeated demonstrations. During the activity, carefully monitor children's understanding of how a "new" shape was made from an existing shape(s). Repeat any manipulations of shapes if children seem unclear. The intent is to help children better understand a shape by making it and manipulating it. Save the shapes for use on Day 3.

BEGIN: Let's clap our hands and stomp our feet in a pattern while we count to 10. Let me show you how.

[*Demonstrate how to clap once and then stomp once in a pattern while counting a number with each action. Clap, stomp, clap, stomp. 1, 2, 3, 4, etc. Continue this pattern as you count to 10. Invite children to try.*]

EXPLAIN: Today we will look at a different way to make shapes. Sometimes we can put shapes together to make a new shape. We can also take shapes apart to make a new shape. Let me show you.

[*Display two squares of identical size, cut out of paper.*]

I am holding the two squares.

ASK: How do we know these are squares? (four straight sides of the same length, four corners)

[*Put the two squares side by side for all children to see.*]

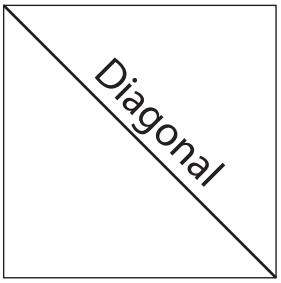
EXPLAIN: I put the two squares next to each other. What new shape did I make? I made a rectangle!

ASK: How do we know this new shape is a rectangle? (four corners, four straight sides)

EXPLAIN: Let me show you something else we can do with a square.

[*Display one square cut from paper.*]

Watch as I cut this square along the diagonal. The **diagonal** is a straight line inside a shape that goes from one corner to another corner (but not an edge).



[*Fold the square diagonally. Point to the line that is made in the paper when it is folded. Explain that this is a diagonal line.*]

Now I am going to cut along the diagonal line.

ASK: [*Display the new shapes.*]

- What new shapes did I make? I made two triangles!

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Working with Shapes *continued*

- How do we know the shapes are triangles? (three straight sides, three corners)

EXPLAIN: I want to show you one more thing we can do with a square.

[*Fold another paper square across the middle. Point out the line made by the fold.*]

I am going to cut along this line.

ASK:
- What new shapes did I make? I made two rectangles!
- How do we know they are rectangles? (four straight sides, four corners)

ACT: We are going to use some shapes today to make a new shape. When we put shapes together, sometimes they make new shapes.

[*Give each child two square shapes and two triangle shapes to manipulate. Encourage children to make new shapes:*]

- What new shape can we make with our two squares? (rectangle)
- What new shape can we make with our two triangles? (square)

RECAP: Today we discovered that we can make a new shape from shapes we already have. We made a rectangle from two squares. Who would like to show us how to make a rectangle from two squares using shapes? We also made two triangles from a square.

Scaffolding Tips

Extra support ■ As children explore putting together and taking apart shapes, have rectangle and square pattern cards available for them to use, if necessary. ■ Observe and comment as children explore making new shapes. Emphasize spatial vocabulary, such as "beside," "above," "below," and "under."

Enrichment ■ Ask children to explore putting two different kinds of shapes together. What can they make? Example: A square and triangle can make a house.

123 Center Activity

In the block center, encourage children to name the block shapes they use when building.

Family Child Care

If you do not have enough shapes (pattern blocks) available, children may also use paper cutouts of shapes.

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WEEK 9

DAY 2

Getting Along With Others

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand what it means to give a compliment, including ways to offer a compliment.

Key Concepts

New: Compliment
High five

Materials Needed

*4 giving compliments pictures as shown

*Printables provided

BEGIN: [*Point to displayed pieces of work in the classroom created by children. Offer a general compliment about the collection of work. Example: "I really like the bright colors in the pictures each of you made. Bright colors make our classroom look exciting!" Avoid giving compliments on specific pieces of work.*]

EXPLAIN: We can feel good when someone says something nice about us or something we have done. Being friendly to someone can also mean giving that person a compliment.

ASK: How did you feel when I said something nice about your pictures?

EXPLAIN: I offered a compliment when I said something nice about your pictures. Let's together say the word compliment: com-pli-ment. When we give a **compliment**, we let others know we paid attention to something they did and that we like what they did.

We can feel good inside when someone gives us a compliment about something we did. A compliment lets us know that someone paid attention to something we did.

We also may get a compliment when someone likes an idea we may have, or a way that we helped, or how we kept trying even when something was hard.

It feels good to give a compliment. I felt good inside when I gave a compliment about your pictures.

There are different ways we can let others know we like something they did. Today let's talk about four different ways we can offer a compliment. We can practice some of the ways to give a compliment.

ASK: [*Display "give a thumbs up" picture and point to the child with thumb up.*]

- What is this child doing? (giving a thumbs up)
- What does a "thumbs up" mean? (we like something)
- Why do you think the girl in this picture is giving a "thumbs up"? (appears to like the picture or painting held by the other child)



ACT: Let's all give each other a "thumbs up"!

ASK: [*Display "give a high five" picture.*]

- What are the children in this picture doing? (giving each other a "high five")
- What does it mean to give a "high five"? (we like something)

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WEEK 9
DAY 2

Getting Along With Others *continued*

Social-Emotional



- What are the five things in a "high five"? (five fingers)
- Have you ever watched a sports game when players gave each other a "high five"?

EXPLAIN: A **high five** is a way to give a compliment. It is a way to congratulate someone or let someone know we think they did a good job. Sometimes we also do a high five when we greet someone we are happy to see.

Sometimes people say "give me five" or "high five" before they give a "high five." We lift our arm and open our hand when we give a "high five."

[*Demonstrate a "high five" with your lifted arm and open hand.*]

ACT: Let's all stand up and give someone a "high five"!

[*Display "saying something nice" picture.*]



EXPLAIN: A girl in this picture is saying something nice. She is giving a compliment.

ASK:
- Have you ever heard someone say "Good job!"? This is one way to give a compliment.
- What are some other things we could say to let others know we like something they did? ("I like how you threw the ball." "Great catch." "I like what you painted." "Your block tower is really cool.")

EXPLAIN: Sometimes people offer to give a gentle hug when they give a compliment.

[*Display "give a gentle hug" picture.*]



Here is a picture of two girls in a gentle hug. Maybe one of the girls offered to give a hug because she is happy about something her friend did. The girl might have said something like this: "I am happy because you drew a picture of me that I really like. May I give you a little hug?"

ASK:
- Have you ever seen people hug because they were happy about something?
- What happened?

RECAP: Today we learned about giving compliments. We practiced giving a "thumbs up" and giving a "high five." We thought of some nice things we could say when we give a compliment. We talked about offering to give someone a gentle hug when we are happy about something someone did. Who can think of a time when we could give someone a compliment?

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WEEK 9

DAY 2

Getting Along With Others *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Hang the giving compliments pictures in the classroom to remind children of the different ways to offer a compliment. ■ Encourage children to practice offering compliments during the day. Example: "Jack, look at the picture Anna drew. She used so many colors! Can you think of a compliment or nice thing to say to let Anna know you paid attention to her picture?"

Enrichment: ■ When children stand to give someone a "high five," suggest they may want to say "give me five" or "high five" before they do a "high five." ■ Encourage children to make an announcement when they see another person offering a compliment. ■ Explain that people often say "thanks" or "thank you" when they receive a compliment.

Center Activity

Provide the *giving compliments pictures used in today's activity and several puppets or toy people figures. Invite children to use the props to role-play scenarios where they give another person a compliment.

*Printables provided

Family Child Care

Practice giving compliments by playing a game with beanbags. Arrange children in a circle and toss a beanbag to one child. As the child catches the beanbag, give the child a compliment on catching the beanbag. Then invite the child who caught the beanbag to toss it to another child and give that child a compliment. Encourage children to use different ways of giving a compliment. Continue until all children have had a turn to catch the beanbag and give a compliment.

Source of the giving compliments pictures: Head Start Center for Inclusion (n.d.). *Member of the class: giving compliments and saying nice things*. Retrieved from http://headstartinclusion.org/sites/default/files/01_15m_inclusion_inservice/01_membership/pdfs/giving_compliments_p&p_color.pdf

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WEEK 9

DAY 2

Being a Scientist

Science

3-5 YEARS

Small Group

Be Prepared: Punch small holes in a box so children can smell but not see what is inside the box. Select items with familiar smells that are sufficiently strong to be detected through the holes in a box. Examples: pieces of a freshly cut orange, 2–3 permanent markers (with caps off), freshly cut onion slices, paints used in your art area. If working with a small group is not possible, invite only a few children to guess the smell each time you pass the box.

BEGIN: Yesterday we played *I Spy*. How did the game work? What sense did we use to play the game? (sense of sight, seeing) What part of our body do we use for our sense of sight? (eyes)

EXPLAIN: Today we are going to use our sense of smell to learn more about something.

ASK:
- What part of our body do we use for our sense of smell?
- When do we use our sense of smell? (when we eat, smell flowers, etc.)

EXPLAIN: [*Display a box with small holes punched in the top for smelling.*]

We are going to use our sense of smell to try to figure out what is in this box. This box has holes punched in the top so the smell inside the box can flow out through the holes. I am going to pass the box around so that we can smell what is in it.

ACT: Let's all point to the body part we use for our sense of smell.

EXPLAIN: We are going to guess what we think is inside the box when we smell it. I will write your guesses on this chart. I will show you what is in the box after we have all made a guess. Then I will put something new in the box to guess again!

ACT: [*After a child makes a guess, restate the name of the item as you write it on the chart paper. Some children may wish to "pass" on making a guess. Write an item only once; some children may guess the same item. Then point to and read each item on the chart. Open the box. Be sure to hold the item or the box if some children wish to take another "sniff" with the cover off the box. Acknowledge the appropriateness of all guesses. This is not a "right" or "wrong" activity. You may wish to move to a different part of the room to place another item in the box so children do not see your actions and do not have a preview of the smell.*]

ASK:
- When we passed the box around, could you see what was inside?
- Could you hear it?
- Could you taste it?
- Could you feel it?

Skill and Goal

Inquiry skills

Children will strengthen their understanding of the sense of smell.

Key Concepts

Review: Sight

Materials Needed

Small box with holes punched in the top

Items with smells familiar to children (see Be Prepared)

Chart paper

Marker

Optional Reading

How Does the Ear Hear?: And Other Questions about The Five Senses (Good Question!) by Melissa Stewart

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WEEK 9
DAY 2

Being a Scientist *continued*

Science

EXPLAIN: Our sense of smell was the only sense we could use to learn more about the item inside the box.

Our sense of smell can help keep us safe and healthy. If we smell smoke, we need to go to a safe place right away. We can also smell food that is rotten. This helps us to know that we shouldn't eat it.

RECAP: Today we used our sense of smell to learn more about something. Our sense of smell is a very important tool we use to learn more about something. We use it to smell things that we enjoy, like flowers or delicious foods. It also helps us to learn about things that might be dangerous, like smoke or rotting food.

Scaffolding Tips

Extra support ■ If children are hesitant to make a guess about what is in the box, ask if the smell reminds them of anything. This may help them to make a guess.

Enrichment ■ Invite children to describe their favorite smells. What are their least favorite smells? ■ Ask children if they have ever smelled food that was rotten. If so, what did it smell like?

Center Activity

Provide paper and "smelly" markers available at most stores that sell markers. Encourage children to create while they smell!

Family Child Care

Fill a tub with shaving cream and invite children to explore how it smells and feels. School-age children may enjoy thinking of other items that have a similar smell or feel. (soap, shampoo, paint, etc.)

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WEEK 9

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

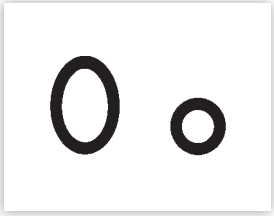
Materials Needed

*Letter O card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided



BEGIN: [*Display letter O card.*]

What is the name of this letter?

[*Point to the uppercase letter O on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter O?

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 9

DAY 3

Working with Shapes

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will create a picture by combining basic shapes.

Key Concepts

Review: Circle
Square
Triangle
Rectangle

Materials Needed

Shapes used on Day 2

Construction paper—1 large piece per child

Glue sticks—1 per child

Construction paper for *shape cutouts (see Be Prepared)

Also Promotes

Creative Expression

*Printables provided

Be Prepared: Use the provided printables to cut out basic shapes as follows: circle, rectangle, square, three different types of triangles. Provide 5–6 different shapes per child including three different types of triangles. Make two examples of a clown with a hat and two examples of a house with different types of triangles.

BEGIN: Yesterday we made new shapes by putting together or taking apart other shapes. Let's look at the shapes we made.

ASK: [*Display shapes, one at a time, made by combining or cutting apart shapes on Day 2.*]

- When we put together two squares, what new shape did we make? (rectangle)
- What new shapes did we make when we cut a square across the middle? (rectangles)
- When we cut on the diagonal line of a square, what new shapes did we make? (triangles)

[*Hold up two different sizes of triangles you cut out for today's activity.*]

- Are both of these shapes a triangle? (yes)

EXPLAIN: A triangle has three straight sides and three corners. Both of these shapes are triangles.

Today we are going to make a picture with shapes. I have different types of shapes we can use to make a picture.



ACT: We can choose any shapes we'd like to make our picture. We may glue them together to make a picture. Let's take a look at some things we can make with shapes.

[*Display a triangle and a circle. Form the ice cream cone and the clown with a hat as you describe each.*]

We can use a triangle and a circle to make an ice cream cone or a clown with a hat.

[*Display a square and a triangle.*]

We can make a house with a square and a triangle! We can make many different kinds of clowns or houses with different types of triangles.

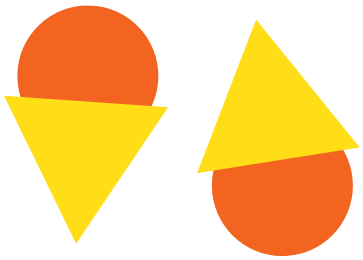
[*Display two examples of a clown with a hat and two examples of a house made with different types of triangles.*]

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Working with Shapes *continued*

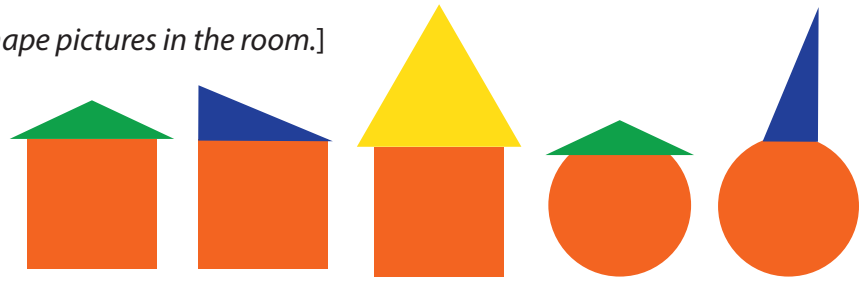
When we make our pictures, we can glue our shapes on the construction paper any way we'd like. Our pictures will all be different!



[*Observe and interact with children as they create their shape pictures. Ask what shapes they used to create their pictures. Invite children to describe the shapes they used.*]

RECAP: Today each of us made a picture with shapes. We used different kinds of shapes to create our own picture.

[*Hang children's shape pictures in the room.*]



Scaffolding Tips

Extra support ■ In the opening review segment, if children seem unclear about how triangles were formed, demonstrate and describe cutting on the diagonal line. Also, if children seem unclear about how rectangles were made from a square, demonstrate and describe cutting a square across the middle. ■ When you display the two examples of a clown with a hat and two examples of a house made with different types of triangles, point out how the triangles in each are different (sides are different lengths). Emphasize that both are triangles. ■ Support children's vocabulary knowledge by commenting on shape names and how they manipulated their shapes. Example: "You turned the triangle to make it tall."

Enrichment ■ Invite children to use more than two shapes to make their picture. Encourage children to be creative in their work with the shapes.

123 Center Activity

Supply a flannel board and various basic shapes cut out of felt. Invite children to create a picture using the felt shapes.

Family Child Care

Encourage children to describe their picture to their parents at pickup time.

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WEEK 9

DAY 3

Getting Along With Others

Social-Emotional

Be Prepared: Carefully write each child's name on individual slips of paper. Place the slips of paper in a basket.

3-5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will practice giving and receiving compliments.

Key Concepts

Review: Compliment

Materials Needed

Basket

Slips of paper with children's names (see Be Prepared)

BEGIN: Yesterday we learned what it means to give someone a compliment. Who would like to remind us of the different ways we can give someone a compliment? (give a hug, give a thumbs-up, give a high five, say something nice)

EXPLAIN: Today we will practice giving each other compliments by saying something nice. We will talk about how it makes us feel to give compliments. We also will talk about how it makes us feel to get compliments from someone.

I have your names on slips of paper in a basket. Each time I pull a person's name from the basket, I will give that person a compliment. Then you will have a chance to give that same person a compliment, if you'd like.

We learned yesterday that a compliment can be about a way someone helped or something else someone did. A compliment lets others know we paid attention to something they did, and that we like what they did.

ACT: [*Pull a name from the basket. Show the name to the children and ask if they know whose name it is. Help by sounding out the name, if needed.*]

I pulled out _____'s name. I will start by giving _____ a compliment.

[*Offer a specific compliment to the child whose name is on the slip of paper. Examples: "You did a great job cleaning up the blocks this morning." "I like how you used your walking feet when you came in from outdoor time this morning." "You said some funny things when we talked about a book yesterday."*

- *After you give the child a compliment, ask the child: "How did it feel to get a compliment?"*
- *Ask a volunteer to give the same child another compliment. Remind the child receiving the compliment to say "thank you," if necessary.*
- *Ask the child who gave the compliment: "How did it feel to give a compliment?"*

Continue this pattern until each child has a chance to give and receive a compliment, and to describe how it felt to give and receive a compliment.]

RECAP: Today we practiced giving and receiving compliments by saying something nice. Is it harder to give a compliment by saying something nice or by giving a high five? Why?

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WEEK 9

DAY 3

Getting Along With Others *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Some children may not wish to volunteer to give others a compliment. This is okay. ■ Some children may express that they feel embarrassed to receive a compliment. Point out that it is okay to have different kinds of feelings when receiving a compliment.

Enrichment ■ Ask children to think of a time when they received a compliment from someone outside of the classroom. How did it feel to get a compliment?

Center Activity

Provide the basket of names used in today's activity. Encourage children to choose a name from the basket and give the child listed on the slip of paper a compliment. Then invite another child to choose a name and offer a compliment.

Family Child Care

School-age children in your setting may enjoy making a compliment card for a family member. Also, encourage children to offer other children compliments throughout the day.

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WEEK 9

DAY 3

Being a Scientist

Science

3-5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to use their sense of touch to learn the texture of different items.

Key Concepts

New: Touch
Collage
Texture

Materials Needed

Construction paper—1 piece per child

Bottle glue

Small items of different textures for a collage (see activity)

Also Promotes

Creative Expression

BEGIN: We are using our different senses to learn about things. What sense did we use yesterday with different things in a box? (smell)

EXPLAIN: Today we are going to learn more about things by using our sense of touch. We feel something with a part of our body when we use our sense of **touch**.

We have skin all over our bodies. If something touches our skin, we can feel it.

ASK:

- Can we feel something if someone touches our arm? Our skin is what helps us feel something.
- How does it feel when we walk on rocks with our bare feet? (pokey, sharp) We can feel the rocks poking our feet.

EXPLAIN: Today we are going to use our sense of touch to make a collage. A **collage** is a piece of art that is made with different kinds of things. Let's say the word collage together: col-lage. We are going to use things that have different textures. **Texture** is how something feels when we touch it. A texture can be bumpy, smooth, soft, or hard. Before we begin our collage, let's learn more about the things we are going to use.

ACT: [*Place items of different textures in a central location. Examples: aluminum foil, sandpaper, velvet, fake fur, feathers, cotton balls, tissue paper. Be sure items are small and can be glued to paper.*

Pass around the various items, one at a time. Encourage children to feel and describe each item and to pass it along to others.]

You may choose any of the items you'd like to use for your collage. The more items you use, the more textures you will be able to feel on your collage.

[*Children may create a collage individually or in small groups. As children glue each item to their paper, ask them to again feel and describe the texture of each item. Is it smooth, rough, fuzzy, soft,*



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Being a Scientist *continued*

etc.? As children finish, place their collages in a safe place to dry and then display them in the room.]

RECAP: Today we learned more about our sense of touch. Our sense of touch is an important tool we use to learn about something. We described how things felt and made a collage from things with different textures.

Scaffolding Tips

Extra support ■ Draw attention to other experiences with the sense of touch. Examples: "Do your clothes ever feel scratchy?" "What did it feel like when we touch ice cubes?" (cold, hard) ■ Some children may not be familiar with some of the terms used to describe different textures. Say key words as children feel different textures. Example: "The sandpaper feels rough."

Enrichment ■ Ask children to describe what it feels like when they take a bath. What does the water feel like? How about the bubbles? How does it feel when they accidentally sit on a toy in the bathtub? ■ Promote children's comparisons of how different textures feel in their collage by asking questions such as: "What is the softest item in your collage?" "What is the roughest?" "What is the smoothest?"

Center Activity

Fill the sensory table or a tub with shredded paper. Provide tongs, bowls, tweezers, and other items for exploration. Encourage children to use their senses as they explore the shredded paper.

Family Child Care

Invite children to make a texture quilt. Provide flat items with different textures that can be cut into squares. Examples: aluminum foil, sandpaper, fabric, tissue paper. Invite school-age children to name the item and describe how it feels. Example: "This is sandpaper. It feels rough." Invite children to glue the squares to a large poster board while encouraging them to place different textures next to each other.

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WEEK 9

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: For today's activity each child will need one component word card of a compound word. Example: Landon will get the card that says "fire" and Tyler will get the card that says "man."

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

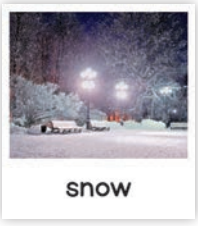
Today we are going to make compound words by working with someone else in our classroom. Who can tell us what a compound word is? (when two words are put together to make a new word) I am going to give each of you one word card.

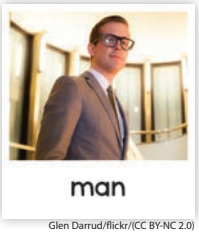
[*Give each child one component word card.*]

EXPLAIN: Please take a look at your card. The word on your card will make a compound word when it is put with the card of someone else in our room. I am going to invite two of you to come to the front of the room to show us your cards. Each of you can tell us the name of the picture on your card. We will help you if you aren't sure about the word or picture on your card. Then we will put the two words together to make a new word. Let me show you first.

ACT: [*Give an adult helper the word card "man" and you take word card "snow."*]

I would like to make a compound word. I have the word card that says "snow." Who has the word card that says "man"?





Glen Darrud/flickr/(CC BY-NC 2.0)

[*Invite the adult helper with the component word card "man" to stand next to you at the front of the room. Hold both component word cards together.*]

The name of the picture on my card is "snow." (Adult helper)'s card says "man."

What compound word do we have when we put together the words "snow" and "man"? (snowman) Yes! We have snowman.



Heather Sunderland/flickr/(CC BY 2.0)

What can you tell us about the word "snowman"?

[*Offer a brief description or definition of a snowman that draws attention to the compound word card picture. Be sure all children are able to see the compound word card.*]

I will write snowman on our chart paper.

[*Write the word "snowman" as you say the word.*]

Skill and Goal

Phonological awareness

Letter knowledge

Children will broaden their understanding of a compound word. Children also will understand the name and sound of the letter O.

Key Concepts

Review: Compound word

Materials Needed

*Compound and component word cards (see Be Prepared)
Chart paper
Marker
*Letter O card
Chart from Day 2
*4 letter O picture cards
Children's letter journals
Writing tools—1 per child
List of children's first names

*Printables provided

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Understanding Letters *continued*

Let's clap for each part of the compound word.

[*Lead children in clapping two times, once for each part of the compound word, as you say the word together.*]



Glen Darrud/flickr/(CC BY-NC 2.0)

I wonder what would happen if we switched our words around? Let's try it!

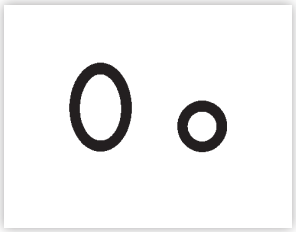
[*Switch places with the adult helper and hold your cards together to make the word "mansnow."*]

Now our new word is "mansnow." That is a silly compound word! Have you ever heard the word "mansnow"? No! It's not a real word. "Mansnow" does not mean the same thing as "snowman." When we make compound words we need to put the words in the correct order.

Now it is your turn to make compound words!

[*Do the activity demonstrated above for each pair of word cards. Example: "If you have the word "corn" or the word "bread" please come to the front of the room." If children are unsure if they hold one of the designated cards, help if necessary (see Extra Support tip). For each pair of cards, invite children to make the new compound word and write it on the chart. Then invite children to switch places to make the new "silly" compound word. Continue until all children have had a turn.*]

EXPLAIN: Let's learn more about the letter O.



[*Display letter O card.*

If a child(ren) whose name begins with the letter O was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter O when you say the name.]

Maybe someone in our group has the letter o somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase o and it will look like this.

[*Point to the lowercase o on the letter card.*]

Pop up if you have the letter o somewhere else in your name (not at beginning).

[*If a child has the letter o somewhere else in his/her name, point to the name and to the letter o on the list of children's first names so all children can see the name and the letter o.*]

ASK: Who remembers our word that begins with the letter O? (observe)

ACT: The letter O says /o/, just like in the word "observe." /o/, /o/, observe. Let's say that together: /o/, /o/, observe.

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Understanding Letters *continued*

I have two pictures of things that begin with the letter o. I wonder what they could be.



Brian Gratwicke/flickr/(CC BY 2.0)





William Andrus/flickr/(CC BY 2.0)



nutmeg66/flickr/(CC BY-NC-ND 2.0)

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says octopus. The letter o is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that start with the letter O and write them on our chart. Remember, the letter O says /o/, /o/.

[*Help children by suggesting other words that start with o. Examples: otter, on, off, opposite, omelet.*

Invite one or more volunteer children to find the letter o in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter O on your chart paper.]

We use one line to make an uppercase O. The line curves around like this.

[*Give each child his/her letter journal.*]

Now we are going to write the letter O in our letter journal. Please write the uppercase (big) letter O in your journal. Write as much of the letter as you can.

RECAP: Today we practiced putting two words together to make a new word. Who can tell us what the new word is called? (compound word) We made some silly compound words. How did we make silly words? (putting two words in the wrong order)

We also learned that the letter O says /o/, just like at the beginning of the word "observe." We made the uppercase (big) letter O in our letter journal. Let's say together the sound the letter O makes. (/o/)

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WEEK 9

DAY 4

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children have difficulty determining the new word made by two component words, point to each word as you say it. Begin by saying each component word with a pause between them and then say both words one after the other. Example: paint . . . brush, paintbrush. ■ Some children may not know if they are holding the designated card when you call for it. In this instance ask an adult helper to offer help if needed by watching children as you call for a card. Alternatively, children may place cards in front of them so you can better see who holds each card. ■ Use one or both of the picture cards not selected in the main activity to help children understand the first letter of the pictured animal or item. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to think of compound words not used in today's activity. What would the new "silly" compound word be if the two component words were switched? ■ Some children may be interested in your demonstrating and describing how to make a lowercase o. Example: "We use one line to make a lowercase o. The line curves around like this. A lowercase o looks like an uppercase O, but it's smaller."

Center Activity

Provide *component and *compound word cards used in today's activity. Encourage children to match component word cards to make new compound words. Then invite children to switch the two cards to make a new "silly" compound word.

*Printables provided

Family Child Care

Provide *component word cards and invite children to randomly match two component word cards to make a new compound word. Invite school-age children to ask younger children if the word makes sense or is a "silly" compound word.

*Printables provided

The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 9

DAY 4

Working with Shapes

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will identify and sort basic shapes of selected items.

Key Concepts

New: Sort

Review: Circle
Square
Triangle
Rectangle

Materials Needed

4 trays

Basket

Classroom items of various shapes (see Be Prepared)

4 pieces of paper with one of the 4 basic shapes drawn on each

Optional Reading

My Heart is Like a Zoo by Michael Hall

Be Prepared: Fill a basket with small items that represent a circle, square, triangle, or rectangle shape. Examples: blocks, books, shapes (pattern blocks), crayon boxes, napkins, play food items. Create a separate collection of four classroom items that do not represent one of the four shapes emphasized in the activity. Examples: doll, pencil, scissors, bottle of glue. On each tray, place a paper with one of the four basic shapes drawn on it.

BEGIN: [*Display appropriate shape drawn on paper as you ask questions below:*]

- What is something special about a circle?
- How about a square?
- How do we describe a triangle?
- How about a rectangle?

EXPLAIN: Today we are going to sort some items by shape.

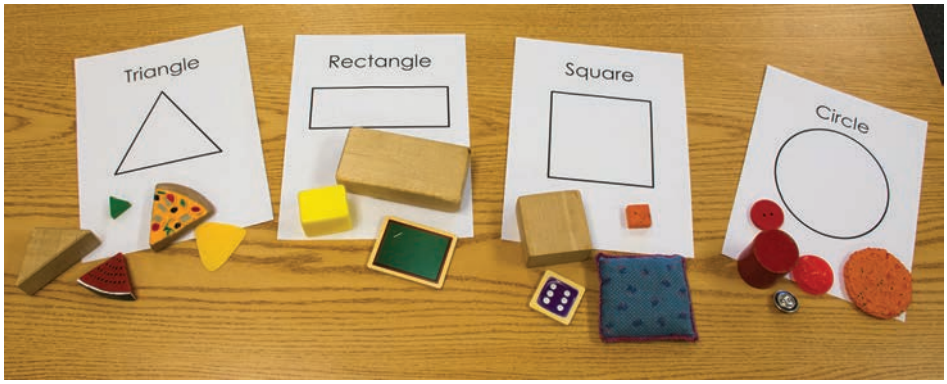
ASK: What do you think it means to sort things?

EXPLAIN: When we **sort**, we put things into certain groups. Today we will look at some items in our classroom and decide which shape they are. Then we will put the item into a group with other items that have the same shape.

I have four trays. One tray is for circles. One tray is for squares. One tray is for rectangles. And one tray is for triangles. We will put each item on the correct tray.

After we decide the shape of each item, I would like you to tell us how you know.

ACT: [*Invite each child to take a turn choosing an item from the basket, saying its shape, and putting it on the correct tray. Encourage children to describe the shape.*]



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Working with Shapes *continued*

Let's look at some other items from our classroom and decide if their shape is a circle, square, triangle, or rectangle.

[*Hold up one of the four items that does not represent one of the four basic shapes shown in the trays.*]

- Item 1: Is this a circle? Why not?
- Item 2: Is this a square? Why not?
- Item 3: Is this a triangle? Why not?
- Item 4: Is this a rectangle? Why not?

RECAP: Today we sorted items in our classroom by shape. We looked at each item and decided which shape it was by looking at its outline, sides, and corners.

Scaffolding Tips

Extra support ■ Encourage children who seem uncertain about characteristics of some of the four basic shapes to choose shapes with which they are familiar. Ask them to use their finger to trace a shape on the tray paper as it is described or named.

Enrichment ■ Put all the objects into a bag or big box and have each child close his/her eyes and describe what he/she pulls out. Invite the child to identify the shape without looking. The child can then look to check, and place the item on the correct tray.

123 Center Activity

Supply the sorting items used during today's math activity. Encourage children to sort the items again.

Family Child Care

Assign each child to a shape that the child is still learning (has limited or no familiarity with) and to a shape the child has mastered (able to name, describe). Ask the children to bring from home one item for each of the two assigned shapes that is in the form of the shape. Review the shape name and characteristics before and after the shapes are found at home.

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WEEK 9

DAY 4

Respecting Our Differences

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Family differences

Children will understand the concept of the differences and similarities of families.

Key Concepts

Review: Unique

Materials Needed

Items to support today's visitors (examples: plates, napkins)

Camera

Revised: 12/1/2025

Be Prepared: There are special guests today (see Week 7, Day 4). Choose an area in the room to be used as the Family Shelf for the remainder of the year. You may wish for the shelf to be a display case, if available in your classroom. The shelf will be "launched" today! Send a note to families explaining the Family Shelf. Encourage children to share special items from their family interests and background throughout the year. If today's guests bring special foods, make sure you are aware of any allergies. Encourage children to try new foods or politely decline. Take several pictures of today's visit to display in the classroom after the event. Also, be sure to finalize arrangements for family visits tomorrow (see Week 7, Day 4).

Looking Ahead: Send a note home asking parents to send a shoebox or tissue box or some other small box that does not have a glossy finish. Children will use the box in Week 11 to create a miniature home.

BEGIN: Today is a very special day! It's a Family Share Day! We have guests from some of our families who are going to help us learn more about how families are **unique**. Remember, there is no other family just like yours.

EXPLAIN: We are going to start a Family Shelf in our classroom. Our Family Shelf will be an area where you can share something from your home that is special to your family. For example, in some families, music is really special and in other families, it is not. For families who love music, a musical instrument would be an interesting thing to share.

We will use our Family Shelf throughout the year. We can place something in this area that is special to our family. Then during a time each day, we will share our items.

The items on our shelf are very special and belong to our families. We want to be careful when we touch them.

ACT: Today I am going to invite our guests to share about their families and describe an item they brought to our classroom.

[*Introduce each guest. Follow the plan agreed upon in advance with each guest. Discussion questions might include the following:*

- *Where were the older members of your family born?*
- *How does your family celebrate special holidays or other events?*
- *What do you remember that was special about growing up in your family?*
- *Tell us about your family's favorite thing to eat.*

If guests do not wish to contribute their item to the Family Shelf, please take a picture of it and place the picture on the shelf.]

RECAP: Today we learned about how families are **unique**. Please join me in clapping as a way of thanking our guests for sharing with us today!

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WEEK 9

DAY 4

Respecting Our Differences
continued

Social Studies

Scaffolding Tips

Extra support ■ As children listen to each visitor share, help keep them focused by sitting with them and guiding interactions as appropriate.

Enrichment ■ Can children think of other questions to ask that are more specific to what is being shared? Example: "How do you make your favorite food?"

Center Activity

Invite children to draw things their family likes to do or things that are special to them. Discuss how the things they draw may be different for different families.

Family Child Care

Invite children to bring from home a favorite recipe for a snack or lunch item. Invite all children in your setting to help prepare the snack or lunch item.

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WEEK 9

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Motor development

Children will practice turning different parts of their body.

Key Concepts

New: Turn

Review: Balance

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: We are learning how to balance our bodies. Remember, when we balance something we keep it steady.

EXPLAIN: Today we will try to balance our bodies while we turn part of our bodies. When we **turn** something, we move it into a new position.

ASK: What parts of our body could we turn without hurting ourselves? (head, waist, legs)

ACT: [*Demonstrate turning each of the following body parts. Point to the body part before you turn it. Encourage children to follow your lead.*]

- Let's practice turning our head.
- Let's practice turning our waist.

  What else moves when we turn our waist? (shoulders, arms, maybe head)
- Let's practice turning one of our legs. We can lift our foot or move our foot when we turn our leg.



EXPLAIN: Now I will say some ways we could turn our bodies. Try to move your body in the way I suggest. Please pay attention to keeping your balance. Remember, we can hold our arms to the side to help us keep our balance. Let's stay in our own personal space so we do not bump into others.



ACT: [*Offer as many of the following requests as time permits. Provide experience in turning each of the following: head, waist, a leg. The first part of the request is how to place our bodies and the second part is what to turn.*]

- Legs wide apart: turn head, waist, or a leg
- Legs close together: turn head, waist, or a leg
- On our tiptoes: turn head, waist, or a leg
- On our bottom: turn head, waist, or a leg



ASK:

- What was the easiest way for you to turn a part of your body? (legs wide apart, legs close together, on our tiptoes, on our bottom)
- What was the hardest way for you to turn a part of your body?
- Was it easy or hard to keep your balance? Why?

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WEEK 9

DAY 4

Moving Our Bodies *continued*

Physical/ Health

RECAP: Today we practiced turning parts of our bodies. We turned our heads, waists, and legs. We did this while standing on our feet and our tiptoes, and sitting on our bottoms! We are learning how our body works when we move parts of our body.

Scaffolding Tips

Extra support ■ Provide demonstrations of turning a part of your body during the second segment of the activity. ■ If some children seem unclear about the request, break the request into its two parts. Example: "First let's put our legs far apart. Next let's turn our head."

Enrichment ■ When you lead children in turning their heads, explain that our neck is what actually turns our head. Point to your neck and show how it moves your head. ■ Children may turn a leg of their choice. Some may wish to practice turning each leg (one at a time). ■ Encourage children to offer ideas on what body parts to turn and/or sequence of combinations.

Center Activity

Invite children to take turns being the person who requests different ways to place our body and turn part of our body.

Family Child Care

School-age children who participate in organized or informal sports may enjoy demonstrating how they keep their balance while turning a part of their body during a sport.

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WEEK 9

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter O.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter O card

Book of your choice for this week's repeated reading

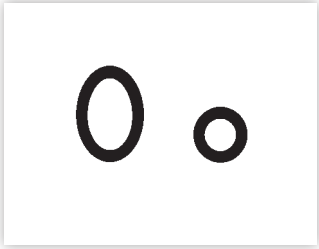
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter O card.*]

What is the name of this letter? What sound does the letter O make?

Letter O says /o/, just like in the word "observe." /o/, /o/, observe. Let's together say /o/, /o/, observe.



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 9

DAY 5

Working with Shapes

123 Mathematics

Be Prepared: Cut two identical squares from paper of the same color for a review of the Day 2 demonstration of how to make triangles and rectangles from a square.

3-5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will deepen their understanding of characteristics of four basic shapes, including triangle variations.

Key Concepts

Review: Diagonal
Sort
Circle
Square
Triangle
Rectangle

Materials Needed

*Cutouts of circle, square, rectangle, and 3 types of triangles (same as Day 3)

2 identical squares

Scissors (for staff only)

2 square shapes (pattern blocks)

Children's shape pictures from Day 3

*Printables provided



BEGIN: I am going to hold up a shape. Please help me describe each shape.

[*Hold up a circle, square, rectangle, and three variations of a triangle (see adjacent pictures). Present the three triangles together, one at a time, if you anticipate it may be challenging for some children to understand each is a triangle. Otherwise, spread the three triangles among the three other shapes in your presentation of each. After children name the shape, ask how we know it is the named shape. See Day 1 descriptions.*]

ACT: [*Lead children in the hand formations described below.*]

- Let's show how we can make a circle with our hands.
- Let's show how we can make a triangle with our hands.

EXPLAIN: This week we put some shapes together and took some shapes apart to make new shapes.

[*Display the two square shapes, one in each hand.*]

ASK: How can we use these two square blocks to make a rectangle? (hold squares together, next to each other)

EXPLAIN: [*Display paper square. Point out the diagonal when you describe it.*]

We know this is a square. We learned we can use a square to make two triangles. We used the diagonal of the square to make the triangles. Remember, a diagonal is a straight line inside a shape that goes from one corner to another corner.

ASK:

- How can I make two triangles from the square I am holding? (cut along the diagonal)

  [*Cut along the diagonal and show each triangle.*

  Display a second paper square.]
- I am holding another square. How can I make two rectangles from this square? (cut along the middle of the square)

  [*Cut along the middle of the square and show each rectangle.*]
- We also used shapes to make pictures. Who would like to tell us what you made and the shapes you used?

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WEEK 9
DAY 5

Working with Shapes *continued*

123 Mathematics

RECAP: We know that shapes are all around us. We can take shapes apart and put them together to make new shapes.

- Where is something in our room that is in the shape of a circle?
- How about a rectangle?
- Are there any shapes on your clothes today?
- Which shape is it?

Scaffolding Tips

Extra support ■ When children describe how they determined the name of the shapes they see, affirm what they've said. Example: "Yes, a square has four equal sides." ■ After you show the two triangles you cut from the square, hold the triangles together in the shape of the square and describe how they make (and came from) a square. Use a similar strategy after you show the two rectangles you cut from the second square.

Enrichment ■ Invite volunteer children to lead children in making a circle and a triangle with their hands, and to demonstrate how to make a rectangle from two square blocks.

123 Center Activity

Put various shape cutouts in an empty tissue box or in a small cardboard box with a small hole cut in the top. Invite children to reach in and feel a shape. Ask children to name the shape by feeling it and then remove the item to see if they were correct.

Family Child Care

Encourage children to share the shape items they bring from home (see Day 4). Invite children to describe how they know the items are the assigned shape.

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WEEK 9

DAY 5

Respecting Our Differences

Social Studies

3-5 YEARS

Be Prepared: The plan below may be used on any day you schedule a Family Share Day (see Week 7, Day 4). If family members bring special foods, make sure you are aware of any allergies. Encourage children to try new foods or politely decline. Please allow sufficient time for this very special day. Take several pictures to display in the classroom after the event.

Large Group

Skill and Goal

Family differences

Children will strengthen their understanding of the differences and similarities of families.

Key Concepts

Review: Family

Materials Needed

Items to support today's visitors (example: plates, napkins)

Camera

Revised: 12/1/2025

BEGIN: Today is another very special day! It is another Family Share Day! Some members of our families are here to share with us today. We know that a family is a group of people. Some of our family members may live far away and some may live near us or with us. We are learning that all families are unique.



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EXPLAIN: We need to be especially good listeners as family members share special things about our families today.

ASK: Who can tell us one way that we can be a good listener? (sitting quietly, looking at the person talking, raising your hand if you have a question, etc.)

EXPLAIN: Let's think of some questions we can ask of our family members today.

[*Encourage children to think of questions that they may want to ask. Examples:*]

- What does your family like to do for fun?
- What is a favorite family meal?
- Do you celebrate special holidays or events together?
- Is there a special place you like to visit together?



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WEEK 9

DAY 5

Respecting Our Differences
continued

Social Studies

ACT: [*Introduce each family member before he/she shares with children. Allow enough time for each family member to share and answer questions. Encourage the family member's child to stand and help share information. Add items or pictures to the Family Shelf.*]

RECAP: Today was a very special day! Some of our family members shared special things about our families. We learned more about how families can be similar and different! Please join me in clapping as a way of thanking our guests for sharing with us today!

Scaffolding Tips

Extra support ■ As children listen to each family member share, help keep them focused by sitting with them and guiding interactions as appropriate.

Enrichment ■ Encourage children to think of other questions to ask that are more specific to what is being shared. Example: "Who makes this special food in your family?"

Center Activity

Invite family members to bring an item for the Family Shelf for children to observe. Encourage children to carefully explore the items.

Family Child Care

Invite family members to a day at the park. Encourage families to bring food dishes that are special to the family. Plan special activities such as sharing of games, books, and pictures.

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WEEK 9

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large Group

Be Prepared: In the activity space, place one line of tape for each child. Make the lines long enough so children can walk the line and turn their bodies a few times. If space is limited, invite two children to share a line and have additional directions in the activity.

Skill and Goal

Motor development

Children will maintain their stability while walking and turning.

Key Concepts

Review: Turn

Materials Needed

- Tape line on the floor—1 per child (see Be Prepared)
- Teddy bear or other stuffed animal—1 per child
- CD Player
- Greg & Steve *Jumpin' & Jammin'* CD

Also Promotes

Self-Regulation

BEGIN: Yesterday we practiced many different ways to turn our bodies. Who remembers a way we turned? We had to balance our bodies so we would not fall over while turning.

EXPLAIN: Today we will do some more turning. Remember, when we turn something, we move it into a new position.

ASK:
- What would you do if I asked you to turn your head?
- Can you show us?
- What would you do if I asked you to turn your body?
- Can you show us?

EXPLAIN: Let's practice turning by playing a game called *Walking and Turning*. There are some lines of tape on the floor in our activity space. Each of us will walk on a different line. We will try to turn our body in a circle while we walk on our line. Let me show you.

[*Demonstrate walking a line while turning your body in one or more circles, clockwise or counterclockwise.*]

We do not want to turn our bodies too quickly or walk too fast because we might lose our balance. When you get to the end of your line, you can walk back to the beginning of your line or again turn your body in a circle as you walk.

Let's find a line to use and then wait for the signal to start.

ACT: [*Help children find a line. Make a signal for movement to start and offer guidance as appropriate.*]

ASK:
- How did it feel to turn your entire body while walking?
- What did you do to keep your balance?

EXPLAIN: Let's practice keeping our balance while turning our bodies to some music.

[*Display Greg & Steve's Jumpin' & Jammin' CD.*]

There is a song on our CD called "Dance with Your Teddy Bear." Each of us will have a teddy bear (or stuffed animal) to dance with. Listen closely to the song. It will tell



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Moving Our Bodies *continued*

Physical/ Health

us different ways to dance with a teddy bear. Try to turn your body to the music. Remember to keep your balance!

ACT: [*Provide each child a teddy bear or other stuffed animal. Play Track seven on the CD Jumpin' & Jammin' and invite children to dance to the music as suggested on the CD.*]

RECAP: Today we practiced turning our bodies and balancing while walking on a line. We also turned to music while dancing with our teddy bears. We are getting good at moving our bodies in different ways.

Scaffolding Tips

Extra support ■ As a preliminary step, children may benefit from trying to turn their body in a circle while standing. ■ Some children may find it too challenging to walk and turn. Suggest taking one or two walking steps, stopping to turn in a circle, and then taking several more walking steps. ■ To help with direction, put a green mark or dot at the start of the tape and a red mark at the end. ■ If you anticipate children will have difficulty moving down the line, shorten the line so there are opportunities to turn only once or twice.

Enrichment ■ Encourage children to take big steps and turn and then little steps and turn. Ask children if they can feel any difference between taking large steps and small steps. ■ If children are very skilled at turning, have one line that is curved to see how children can walk and turn on a curved line.

Center Activity

Place the CD and teddy bears or stuffed animals in the music center. Invite children to play the song and use the bears to practice turning their bodies while dancing.

Family Child Care

Encourage older children in your setting to help younger children walk on the line while turning. Older children can demonstrate the actions and take turns with younger children moving down a line.

The turning activity is described in the following source: Hammett, C. T. (1992). *Movement activities for early childhood.* Champaign, IL: Human Kinetics.

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WEEK 10 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to put two words together to make a new (compound) word (Days 2, 4)
- The name, sound, written form, and uses of the letter A (Days 2–5)

Mathematics

Working with Shapes

- How to identify shapes based on verbal descriptions (Days 1, 5)
- Shapes can be different sizes (Days 2, 5)
- How to reproduce a group of shapes by memory (Days 3, 4, 5)
- How to identify a missing shape from a group (Days 4–5)

Self-Regulation

Paying Attention

- How to concentrate on our breathing to help our minds feel calm and our bodies feel relaxed (Day 1)

Social-Emotional

Understanding Feelings

- An emotion is how we feel on the inside (Day 2)
- There are many kinds of emotions. Facial expressions can convey emotions (Day 2)
- When we are happy we feel good inside (Day 3)
- When we feel silly inside we may feel happy and playful (Day 3)

Social Studies

Exploring Where We Live

- Different types of homes (Day 4)
- Things we can find inside a home (Day 5)

Science

Being a Scientist

- How to use a balance scale to compare the weight of two items (Day 1)
- How to use a magnifying glass to observe something more closely (Day 2)
- Naming, describing, and using tools (balance scale, magnifying glass, and binoculars) to learn more about things (Day 3)

Physical/ Health

Moving Our Bodies

- How to bend our bodies in different ways (Day 4)
- How to balance when we stop moving our bodies (Day 5)

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WEEK 10

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter O.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter O card

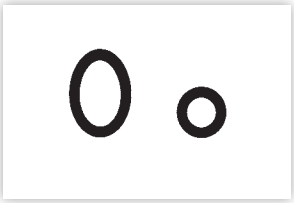
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.



BEGIN: [*Display letter O card.*]

The word "observe" begins with this letter. What is the name of this letter?

Letter O says /o/, just like in the word "observe." /o/, /o/, observe. Let's together say /o/, /o/, observe.

Who would like to tell us another word that begins with the letter O?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 10

DAY 1

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will identify basic shapes based on verbal descriptions.

Key Concepts

New: Characteristic

Materials Needed

*1 circle, square, rectangle, or triangle for each child

*Printables provided

Optional Reading

The Secret Birthday Message by Eric Carle

BEGIN: Please hold up a group of four fingers. Please show five fingers. Let's show how we can hold up seven fingers.

EXPLAIN: Today we will do some more work with shapes. Each of you will get a shape to hold. When I give you a shape, please tell us the name of the shape if you know it.

ACT: [*Give one shape to each child. Listen to and acknowledge the shape name identified by each child. If a child says an incorrect shape name, give the correct name and briefly describe its characteristics.*]

- I am going to say some characteristics of a shape. A **characteristic** is something special about a living thing or a thing that is not living.
- If your shape has the characteristics I describe, please hold it up.
- I am looking for a shape that is round and does not have corners. If you have this shape, please hold it up! What is the shape? (circle)
- Let's try another one. I am thinking of a shape that has three sides and three corners. It does not have curved lines. If you have this shape, please hold it up! What is the name of this shape? (triangle)
- Triangles can look different. Some have longer sides or different corners than others. If it has three straight sides and three corners, it is a triangle!

[*Continue the game with a rectangle and a square as long as time and child interest allow.*]

RECAP: Today we listened to the characteristics of shapes and held up our shape if it had the characteristics I described. We are becoming shape experts!

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Working with Shapes *continued*

Scaffolding Tips

Extra support ■ As you describe a shape's characteristics, draw it in the air. ■ If one or more children hold up an incorrect shape, encourage children to compare their shapes without drawing attention to the "wrong" shapes. Simply ask if all of our shapes have the same characteristics.

Enrichment ■ Teach children the *Shape Hokey Pokey*. Give each child a shape from the prior activity to hold. Invite them to put their shape in the circle instead of a body part. "You put your square in, you take your square out. . . ." ■ For more advanced fun, ask children to put their "three-sided shape in" during the *Shape Hokey Pokey*. Call the shapes by their characteristics rather than their names.

123 Center Activity

In the block center, encourage children to name the block shapes they use when building. Provide basic shape cutouts for children to use as a reference when looking for shapes in the blocks.

Family Child Care

Play a shape game outdoors with sidewalk chalk. Draw the four basic shapes in front of each child. Invite children, one at a time, to take turns describing a shape. Then encourage children to step on each described shape. Continue as children describe shapes. Children may also enjoy making shape pictures with sidewalk chalk.

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WEEK 10

DAY 1

Paying Attention

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Concentrate

Children will understand how to concentrate on their breathing and bodies.

Key Concepts

New: Calm
Relaxed

Review: Self-control
Concentrate

Materials Needed

None

Optional Reading

My Mouth is a Volcano! by Julia Cook

BEGIN: We are learning about self-control. We know that self-control can help us make good choices. We practiced using self-control several weeks ago when we waited to pop bubbles. We also waited to make our instruments make sound. Was it hard to wait?

EXPLAIN: When we use self-control we make ourselves wait so we can make a good choice. Sometimes this can be hard.

Today we will learn to concentrate on our breathing and bodies. This can help us with our self-control. Concentrating on our breathing and bodies can also help our mind to be calm.

It's hard to use self-control when our mind is full of thoughts. Our thoughts can seem noisy in our head when our mind goes too fast and we have many thoughts at the same time. When we **calm** our mind, our noisy thoughts get quiet.

When our mind is calm, we can think about things before we do something. A calm mind helps us use self-control.

We can concentrate on our breathing and feel our stomachs move in and out. Remember, when we concentrate on something we pay close attention to it. We pay close attention to air going in and out of our bodies when we concentrate on our breathing.

Today we will think about how our breathing makes our body feel inside. Concentrating on our breathing can help our body feel relaxed. Our body feels calm when we are **relaxed**. Our muscles can feel really tight when our bodies are not relaxed.

ACT: We are going to sit on the floor. This will help us feel more relaxed. We need our classroom to be very quiet. I will be the only one talking during our activity. The quiet will also help us feel more relaxed.

[*Spread children out so they have their own personal space. Invite them to sit. When all children are arranged, dim or turn out the lights in the classroom, if possible.*]

As you breathe in and out, put your hand on your stomach to feel how it moves as you 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.

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Paying Attention *continued*

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. Pretend that you have two small oranges, one in each hand. Pretend you are going to squeeze the oranges to make orange juice. Tighten your fists as much as possible. Pretend you are squeezing the oranges as hard as you can. Okay, there's no more juice left in the oranges. Relax your hands.

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 up your face 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.

RECAP: Today we did a breathing activity and concentrated on making our bodies relaxed. How did it make you feel? Our mind can focus on things more clearly when we relax. A quiet mind can help us use self-control and make good choices.

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WEEK 10

DAY 1

Paying Attention *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ If a child has difficulty sitting still, ask another adult to sit with the child and gently hold the child's hand on his/her stomach while quietly saying "in" and "out."

Enrichment ■ After the activity, invite children to think of times that are hard for their bodies to relax. (when they are excited about something, when running and playing outside, when they are upset about something)

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 use the space to practice concentrating on their breathing.

Family Child Care

Encourage children in your setting to practice concentrating on their breathing as they blow bubbles. Provide each child with a small container of bubble liquid and wand. Invite children to blow the biggest bubble they can. Explain to children that by slowly exhaling they can make a bigger bubble. Younger children will enjoy catching bubbles as older children focus on their breathing while blowing bubbles.

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.

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WEEK 10

DAY 1

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to use a balance scale.

Key Concepts

New: Balance scale
Weight

Review: Tool
Prediction

Materials Needed

- Balance scale
- 2 small toys
- Rock
- Button
- Paper
- Block
- Straw
- Toy car

BEGIN: We are learning how to be scientists. This week we will learn about some of the tools scientists use.

EXPLAIN: We know a tool is an item that helps us do something. Scientists often use different kinds of tools to learn more about things. We are learning how to use paintbrushes, sponges, and other tools to create art.

Today we are going to learn about a tool called a balance scale.

[*Display a balance scale.*]

This is a balance scale. It has two sides for holding things. Sometimes we want to compare two things to find out which thing is heavier. A **balance scale** shows us which thing is heavier.

ASK: Have you ever used a balance scale?

[*Invite children to describe their experiences with a balance scale.*]

EXPLAIN: Today we are going to look at some items and predict which one is the heaviest.

ASK: Who would like to remind us what it means to make a prediction? (to think about what might happen)

EXPLAIN: We use a balance scale to compare the weight of two things by putting one item on each side. The side that is lower holds the heavier item. The word **weight** means how heavy something is.

ACT: Let's compare two toys. Which toy do you predict is heavier?

[*Demonstrate how to use the balance scale by placing one toy on each side to compare the two toys. Point out that one side of the balance scale is lower than the other.*]

- Which toy was heavier?
- Was our prediction correct?

[*Continue to compare two items with the balance scale, following the format used for the above comparison of two toys. Encourage children to make a prediction before putting items on the scale. Invite volunteer children to place items on the scale and report which one is heavier. Compare as many items as time and child interest permit. Below are item comparison suggestions:*

- *paper and block*
- *button and rock*
- *straw and toy car*]

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WEEK 10

DAY 1

Being a Scientist *continued*

Science

EXPLAIN: There are many reasons we might want to know which of two items is heavier. If we found two rocks on a hike and wanted to know which rock was heavier, we could put one on each side of a balance scale to find out which rock was heavier.

RECAP: Today we learned how to use a balance scale to compare two items. The balance scale shows us which item is heavier. The heavier item weighs the most.

Scaffolding Tips

Extra support ■ If time permits, invite children to feel each item before predicting which one will be heavier. ■ Some children may find the prediction part of the activity too challenging and would benefit from comparing the weight of items more informally. ■ Ask children to pretend they are a balance scale with their extended arms and two hands when making predictions.

Enrichment ■ Encourage children to add things to the lighter side of the balance scale to make that side heavier. Can they add things to make both sides the same?

Center Activity

Provide a balance scale and several items for children to compare. Be sure to include both heavy and light items. Encourage children to determine which item is heavier. Invite children to find two items that weigh nearly the same amount.

Family Child Care

Invite children to find items in the home that they think are the same weight. Use a balance scale to find out. Are their predictions correct?

This activity is informed by the following sources: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). *The scientific literacy project.* Retrieved from: http://www.purduescientificliteracyproject.org/ and Casteel, C. N. (2006). *Let's measure with tools.* Waterbury, CT: Abrams & Company Publishers, Inc.

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WEEK 10

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will understand the concept of a compound word. Children also will identify and name the letter A.

Key Concepts

Review: Compound word

Alphabet

Materials Needed

*Compound word cards—1 per child

*Compound word card "butterfly"

*Component word cards "butter" and "fly"

*Letter A card

Chart paper

Marker

Children's name cards

List of children's first names

*Printables provided

BEGIN: We are learning about compound words. Who would like to remind us what a compound word is? (a word made up of two words)

Today we are going to do something different with compound words. Each of us will get a card with a picture and a compound word on it. We will take turns saying the name of the picture on our card. Then we will try to figure out the two words that make up our compound word. Let me show you.

[*Display the compound word card "butterfly."*]



ASK: What do you think is the compound word on my card?

EXPLAIN: Yes! My compound word is butterfly. Let's clap for each part of my compound word.

[*Lead children in clapping two times as you say the word.*]

We know that compound words are made up of two words. We need to decide which two words make up my compound word. I'll say the word again. Let's listen carefully for two different words when I say the compound word.

[*Enunciate clearly when you say the compound word "butterfly." Emphasize each component word.*]

ASK: What is the first word you hear in the word "butterfly"?

EXPLAIN: Yes. The first word is "butter."

[*Display the word card "butter." Describe the picture on the card.*]

Now listen carefully as I say the compound word again.



Slice of Chic/flickr/(CC BY-NC-ND 2.0)

[*Enunciate clearly when you say the compound word. Emphasize each component word.*]

ASK: What is the other word you hear in "butterfly"?

EXPLAIN: Yes. The last word is "fly."

[*Display the word card "fly."*]



John Talbot/flickr/(CC BY 2.0)

When we put "butter" and "fly" together we make the word "butterfly." "Butterfly" is a compound word!

ACT: Now we will each have a turn to figure out which two words we hear in a compound word.

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Understanding Letters *continued*

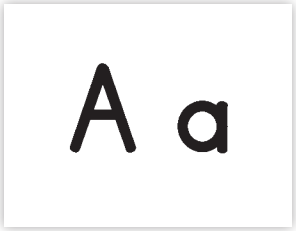
[*Give each child a compound word card.*]

Look carefully at your compound word card. Ask me or your neighbor to help you if you do not know the picture shown on your word.

[*Use the procedure demonstrated on the previous page to help each child identify the two words in his/her compound word. If other children know the words that comprise a child's compound word, remind them to think of the words in their head rather than say them out loud. This way each person will get a turn to determine the two words in their own compound word.*]

EXPLAIN: Today we are going to learn a different letter of the alphabet.

[*Display letter A card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter A. We can write the letter A in two ways. We can write the letter A like this.

[*Demonstrate writing an uppercase A at the top of a chart paper.*]

This is an uppercase A.

We can also write the letter A like this.

[*Demonstrate writing a lowercase a at the top of a chart paper.*]

This is a lowercase a.

We are learning about letters of the alphabet. We know that the alphabet contains all the letters we use to write words. Alphabet is a word that starts with the letter a. I will write this word on our chart. I am going to write the word "alphabet" with a lowercase (small letter) a.

[*Say each letter as you write the word. Emphasize a.*]

Let's all say the word "alphabet."

[*Invite a volunteer child to point to the letter a at the beginning of the word "alphabet."*]

Let's look at the very first letter of our name. Pop up if you have the letter A at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an A at the beginning of their name. If there are children whose name begins with the letter A who do not stand, point to the letter A on their name card. Compare the letter A in their name as you hold the letter A card next to their name card.*

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Understanding Letters *continued*

Language/ Literacy

If no one in the group has a first name beginning with the letter A, say "No one popped up because no one has a name that starts with the letter A." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter A.

If a child indicates there is a letter A in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter a that appears somewhere else in a child's name.]

RECAP: Today we listened for the two words that are in a compound word. We tried this with different compound words. Let's together try to hear two words in another compound word. The compound word is popcorn. Pop up if you can name both words in the compound word popcorn! What are the two words? Yes! We hear the words "pop" and "corn" in the word popcorn. Popcorn is a compound word.

We also learned about the letter A. What is a word that begins with the letter a? (alphabet, perhaps the name of a child in your group)

Scaffolding Tips

Extra support ■ As children try to determine which two words make up a compound word, say the compound word slowly and separate the two words if appropriate.

Enrichment ■ If children easily identify the two words that make up their compound word, discuss other compound words not included in your collection of compound word cards. Select words that you anticipate will be highly familiar to children because they will not have the benefit of pictures for this extra challenge. Some examples of new compound words include:

footprint	nametag	raindrop	stomachache
baseball	sweatshirt	headphone	restroom

■ Ask children to find the letter A in several compound words.

Center Activity

Place *compound word cards in a basket. Invite children to choose a card, say the word, and then decide which two words they hear in the compound word. Invite children to then draw a picture for each part of the compound word. Example: starfish—the child would draw a star and a fish.

*Printables provided

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Understanding Letters *continued*

Family Child Care

Practice segmenting compound words during outside playtime. Invite school-age children to say a compound word and ask younger children to jump each time they say one of the two words that make up the compound word.

The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 10

DAY 2

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will understand that basic shapes can be different sizes.

Key Concepts

New: Size

Materials Needed

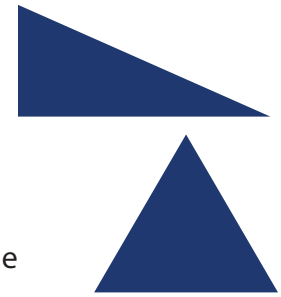
*2 types of triangles and 3 sizes of circles, squares, and rectangles

4 baskets

*Printables provided

Be Prepared: For the shape sorting task in this activity, secure an extra cutout or draw an illustration of each of the following: circle, rectangle, square, triangle.

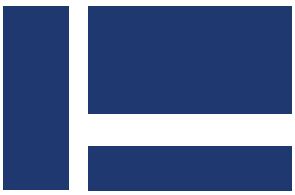
BEGIN: We know that triangles can look different. Some triangles have longer sides or different corners than other triangles.



[*Display two triangles of different types.*]

Are these both triangles? How do we know? (both have three sides and three corners)

EXPLAIN: Shapes can also come in many different sizes. The **size** of something is how big it is. Let's look at some rectangles, squares, and circles of different sizes.



ASK: [*Display three rectangles of different sizes.*]

- How are these three rectangles the same? (four straight sides, four corners)
- How are these three rectangles different? (size, length of sides)

Now let's look at some squares.

[*Display three squares of different types.*]



- How are these three squares the same? (four straight sides, four equal sides, four corners)
- How are these three squares different? (size)

[*Point out that as each square gets bigger, it still has equal sides.*

Display three circles of different sizes.]



- How are these three circles the same? (curved edge, round)
- How are these three circles different? (size)

EXPLAIN: Now let's look at two rectangles in different ways.



[*Display two rectangles of the same size.*]

ASK:

- If I lay one rectangle on its side and stand the other rectangle up tall, are they still both rectangles? (Yes, they are! A rectangle is still a rectangle even when it is on its side or standing up tall!)

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Working with Shapes *continued*

- Let's see what happens when I flip both rectangles the other way. Are they still rectangles? (Yes, they are!)
- How do we know? (both have four straight sides and four corners). All rectangles have four straight sides and four corners no matter which way they are turned.

EXPLAIN: I am going to lay all of our shapes on the floor. Then we will sort the shapes into baskets. We will have a basket of squares, a basket of circles, a basket of triangles, and a basket of rectangles.

ACT:

- [*In each of four baskets, place a cutout or a hand-drawn illustration of a triangle, circle, square, or rectangle. Display and say the name of each shape so children know which basket contains which shape.*
- *Lay all remaining shapes on the floor in random order. Do not put one shape on top of another shape.*
- *Invite children, two at a time, to choose a shape.*
- *Encourage child pairs to then place the shape in the correct basket. Continue with pairs of children until all of the shapes on the floor have been chosen.*
- *If time permits, lead children in a group discussion of shapes placed in each basket. Go through one basket at a time. Begin with circles. Continue with squares, rectangles, and triangles. Emphasize how all of the shapes in a basket are different sizes of the same shape.*]

RECAP: Today we learned that shapes can be different sizes. We also sorted different shapes into baskets. Who can describe a triangle? How about a rectangle? What does a shape need in order to be a square? How about a circle?

Scaffolding Tips

Extra support ■ In the discussion of shape sizes, display two sizes of a shape if presenting three sizes at the same time seems confusing to children. Present and discuss the third size after discussing two sizes of the same shape. ■ If child pairs seem uncertain about placing a shape in the appropriate basket, help by pointing out important characteristics of the shape. Example: "Remember, a triangle has three sides and three corners."

Enrichment ■ As children choose different sizes of shapes, ask them to explain how they know it is still that shape. Example: "This rectangle is skinnier than the one in our basket. How do we know it is still a rectangle?"

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WEEK 10

DAY 2

Working with Shapes *continued*

123 Mathematics

123 Center Activity

Provide pipe cleaners. Invite children to make various shapes with the pipe cleaners. Provide basic shape cutouts for children to use as a reference.

Family Child Care

Take children on a shape walk through the house. Invite them to find things that are in the form of a basic shape or find shapes you name.

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WEEK 10

DAY 2

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand there are many kinds of feelings.

Key Concepts

New: Emotion

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Also Promotes

Language/Literacy

*Printables provided

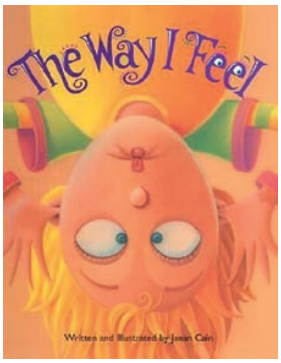
BEGIN: We are learning that we can be the same and different in how we look and what we like to do. We can also be the same and different in how we feel on the inside. Another word for how we feel on the inside is emotion. An **emotion** is a feeling.

EXPLAIN: Happy is an emotion. When we are happy, we feel good inside and we might have a smile on our face.

ASK: What are some things we do in our classroom that might make us feel happy?

EXPLAIN: We can have different kinds of feelings. And, people can feel different ways about the same thing. Let's imagine that a dog is going to visit our classroom. Some of us might feel happy inside because we like dogs. Some of us might have a different feeling about a dog visiting our classroom. We might feel scared or frightened.

We will read a book today that tells us about different kinds of emotions. The book is called *The Way I Feel*. The author of the book is Janan Cain. She is also the illustrator.



ACT: [*As you read the book, describe how the child's facial expression may tell us what emotion the child is experiencing. Examples: smile may mean happy; frown may mean sad. Pause on several pages to encourage discussion of a specific emotion. Use questions, such as the following, to engage children:*]

- Have you ever felt _____ (the emotion described on the page)?
- What does your face look like when you have this feeling?
- What are some things that might make you feel _____ (emotion described on page)?

ASK:

- The book told us a lot about different emotions. What kinds of emotions might we be having when we feel good inside? (silly, happy, thankful, excited, proud)
- What kinds of emotions might we be having when we do not feel so good inside? (scared, disappointed, sad, angry, frustrated, jealous)

EXPLAIN: Here is a poster that has a face for each emotion described in our book. Let's look at the faces in our poster.

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WEEK 10
DAY 2

Understanding Feelings *continued*

Social-Emotional

[*Display Our Feelings poster. Discuss each face and its corresponding emotion. Invite children to make a face like the one depicted in the picture. Hang the poster in a prominent place in the classroom. Draw children's attention to the location of the poster.*]



RECAP: Today we talked about different ways we can feel inside. Feelings are also called emotions. People can feel the same way or a different way about the same thing (like a dog visiting our classroom).

[*If time permits, use your face to convey some of the emotions discussed in this activity and encourage children to guess the feeling your face is showing.*]

Scaffolding Tips

Extra support ■ As children think of events that may have made them feel a certain way, give suggestions, if necessary. Example: "Have you ever tried to zip your own jacket? How did you feel when you were trying?" (proud, frustrated) ■ Revisit pertinent pages/pictures in the book to help children recall the emotion being discussed.

Enrichment ■ Ask children if they have ever seen someone else show one of the emotions in the book or in the poster. How could they tell what the person was feeling? ■ Ask children to predict the emotion shown in a picture before you read the page.

Center Activity

Provide *The Way I Feel* by Janan Cain and small, non-breakable hand mirrors. Encourage children to make the faces they see in the book.

Family Child Care

As you read *The Way I Feel* by Janan Cain, encourage school-age children to describe a time they may have felt the pictured emotion.

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WEEK 10

DAY 2

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to use a magnifying glass.

Key Concepts

New: Magnifying glass

Review: Tool
Compare

Materials Needed

Plastic insect

Magnifying glasses—1 per child

Salt

Ice cubes—1 per child

Bowls—1 per child

Optional Reading

Magnifying Glass by Sheila Rivera

BEGIN: We are learning that scientists can use tools to learn more about something. Remember, a tool is an item that helps us do something.

Scientists can use tools to look at something closely. Today we are going to learn about a tool that helps us to observe something closely.

[*Hold up a magnifying glass.*]

ASK: Do you know the name of this tool?

EXPLAIN: This is a magnifying glass. A **magnifying glass** helps us observe something by making it look larger.

ASK: Have you ever used a magnifying glass?

[*Encourage children to describe experiences with a magnifying glass.*]

EXPLAIN: A magnifying glass helps us learn more about what something looks like.

ACT: [*Demonstrate how to use a magnifying glass while looking at a plastic insect. Describe details you are better able to see.*



Continue the activity by looking at ice cubes, using the plan offered below. An alternative is to give a magnifying glass to each child and encourage him/her to explore using the tool by looking at different things in the classroom. This alternative option is especially appropriate if children have limited experience with a magnifying glass.]

Do you remember how we observed ice cubes several weeks ago? We learned the ice cubes were cold, hard, and wet.

We are going to observe ice cubes again. This time we will use a magnifying glass to observe the ice cubes.

[*Give each child an ice cube in a bowl and a magnifying glass. Encourage children to look at the ice cube using the magnifying glass.*]

What do you see when you use the magnifying glass to look closely at your ice cube? (it has little cracks, bubbles, etc.)

Let's put some salt on our ice cubes and use our magnifying glasses so we can observe them more closely.

[*Assist children in sprinkling salt on their ice cube.*]

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Being a Scientist *continued*

[*Encourage children to use the magnifying glasses to observe the ice cube with salt on it. Children are likely to see little holes in the ice from the salt.*]

Let's compare looking at the ice cubes with a magnifying glass and looking at the ice cubes without a magnifying glass. Remember, when we compare things we look for ways they are the same and different.

- Does your ice cube look different when you use your magnifying glass?
- What looks different?

We can see more things when we use the magnifying glass. A magnifying glass makes things look larger.

RECAP: A magnifying glass is a tool we can use to observe something more closely. Our ice cubes looked larger when we observed them with a magnifying glass.

Scaffolding Tips

Extra support ■ If necessary, help children hold the magnifying glass the proper distance from their ice cube. If the magnifying glass gets too close, children may not see a larger image.

Enrichment ■ Ask children if they can think of something else we could learn more about by using a magnifying glass. Examples: what is in the soil, what a leaf looks like.

Center Activity

Provide several items to observe and magnifying glasses. Encourage children to look for details in each item. Ask children questions as they observe. Examples: "What do you see when you use the magnifying glass?" "Can you still see it without the magnifying glass?"

Family Child Care

If a magnifying glass is not available for each child, encourage children to take turns using what is available. Invite children to look at an item and describe what they see.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). *The scientific literacy project.* Retrieved from: http://www.purduescientificliteracyproject.org/ and Casteel, C. N. (2006). *Let's measure with tools.* Waterbury, CT: Abrams & Company Publishers, Inc.

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WEEK 10

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter A card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

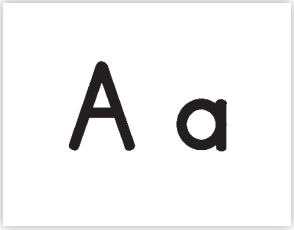
*Printables provided

BEGIN: [*Display letter A card.*]

What is the name of this letter?

[*Point to the uppercase letter A on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter A?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 10

DAY 3

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will identify basic shapes as part of a memory activity.



Key Concepts

Review: Size



Materials Needed

*2 sets of 3 sizes each of circles, squares, rectangles, triangles

Cloth



Also Promotes

Self-Regulation

*Printables provided

BEGIN: Today we are going to play a memory game with shapes. We are going to place shapes in front of us for our game.

EXPLAIN: [*Place two sizes of circles under a cloth on the floor. Place up to 10 shapes of different sizes on the floor in front of children.*]

I have two shapes under my cloth. I am going to lift the cloth. Please take a good look at the shapes under the cloth. Then I will cover the shapes again. Please choose and lay out the same shapes from our collection of shapes on the floor.

ASK: If there are two circles under the cloth, what should you lay out in front of you? (two circles)

EXPLAIN: The shapes do not need to be the same size as the shapes under the cloth. But we should try to find the same shape. Remember, the size of something is how big it is.

[*Demonstrate by placing two different sizes of a square under the cloth. Lift the cloth for a few seconds and then cover the squares again. Find two squares from the collection of shapes on the floor and place them in front of you. Remind children that the squares do not need to be the same size as the squares under the cloth.*]

ASK: Let's look at the shapes I've placed in front of me.

- Have I found the same kinds of shapes as the shapes under the cloth?
- Do I have the same number of shapes? (Yes!)

ACT:

- [*Begin the game by secretly choosing one or two different kinds of shapes to include in your group of two. See Extra Support tip on your shape selection.*
- *Lift the cloth and display the shapes for a few seconds and then cover them again with the cloth.*
- *Invite children to find examples of the hidden shapes by selecting from the collection of shapes on the floor. Size of shape does not matter.*
- *After children have selected shapes, display the shapes under the cloth and directly compare the hidden shapes to the shapes of items selected by children. Hold up (side by side or in front of each other) the hidden shape and the child-selected shape. Emphasize how the shapes are the same but maybe not the same size. If a child-selected shape is not the target (hidden) shape, indicate the selection is "a good guess" and point to and describe differences in relation to the target shape.*

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Working with Shapes *continued*

- *Continue as time allows by choosing different shapes to place under the cloth.*]

RECAP: Today we identified shapes that were hidden under a cloth. We had to remember the shapes we saw when I lifted the cloth and then lay out the same kind of shape. Did we need to find shapes of the same size? (no) Was this game easy or hard to play? Why? What is your favorite shape? What do you like about your favorite shape?

Scaffolding Tips

Extra support ■ You may simplify the task by hiding one shape only or by hiding two identical shapes (same size). ■ The activity also may be simplified by displaying (not hiding) the basic shape(s); the "memory" component of the game may be too challenging for children who are at an early point of learning to identify basic shapes and their variations.

Enrichment ■ Hide three different types of basic shapes.

123 Center Activity

Supply toothpicks with rounded ends and glue. Invite children to glue the toothpicks to a sheet of paper in different shapes. Provide basic shape cutouts for children to use as a reference.

Family Child Care

Organize younger and older children into two groups. This will allow you to make the shape groups for older children more challenging. Invite the two groups of children to take turns identifying examples of shapes.

The *Memory Game* is described in the following source: Cox, K. (n.d.). Teaching shapes in pre-k: Memory game [Web log post]. Retrieved from http://www.prekinders.com/pre-k-shapes/

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WEEK 10

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel happy and to feel silly.

Key Concepts

New: Happy
Silly

Review: Emotion

Materials Needed

Taking a Bath with the Dog and Other Things that Make Me Happy by Scott Menchin

The Way I Feel by Janan Cain

*Our Feelings poster

Also Promotes

Language/Literacy

*Printables provided

BEGIN: Yesterday we talked about different kinds of emotions. Remember, an emotion is a feeling. Sometimes we can tell how a person is feeling by looking at the person's face.

[*Display a big smile on your face.*]



ASK: Please look at my face.

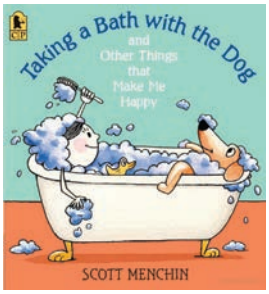
- How might I be feeling right now? (happy, excited)
- What about my face tells you how I might be feeling right now? (you are smiling)

EXPLAIN: We can sometimes tell how people are feeling by looking at their faces. When someone smiles, it usually means that person is happy. We often feel **happy** when we are pleased about something or when we feel good inside. Let's take a look at our poster and see if we can find the child who is feeling happy.



[*If children point to other faces that are expressing positive feelings—such as thankful, excited, or proud—indicate that, yes, the child(ren) in the picture seems to be feeling good inside.*]

ACT: Let's all show what our faces look like when we are happy. Look at our smiling faces!



ASK:

- How does it make you feel to see so many smiling faces?
- What are some things that make you happy?

ACT: [*Display Taking a Bath book.*]

I have a book that we are going to read today. This book is called *Taking a Bath with the Dog and Other Things that Make Me Happy*. It was written by Scott Menchin.

[*As you read, discuss each pictured person's face, using questions, such as the following:*]

- Does this person's face have a smile?
- Why is this person feeling happy?

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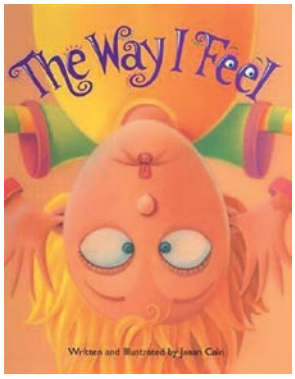
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Understanding Feelings *continued*

Social-Emotional

[*Encourage children to point to and discuss the item(s) in the picture that make each person feel happy.*]

EXPLAIN: Silly is an emotion that is similar to happy. When people feel **silly**, they feel happy and playful.



ACT: Let's read the page in *The Way I Feel* about feeling silly.

ASK:
- Have you ever felt silly?
- What makes you feel silly?
- Can you make a silly face?

EXPLAIN: When people feel silly, they are usually happy too! Let's take a look at our poster and see if we can find the child who is feeling silly.

[*Invite children to point out on the poster which child might be feeling silly. Discuss facial features that children associate with being silly.*]



RECAP: Today we talked about feeling happy and feeling silly. We can sometimes tell how people are feeling by looking at their faces. Show us your happy face! Show us a silly face!

Scaffolding Tips

Extra support ■ Give hints about what may make children feel happy, if necessary. Examples: playing at the park, riding a bicycle. ■ The invitation to make a silly face may prompt an increase in silly behaviors. It may be helpful to describe what you see and to offer a way for children to calm down. Example: "I see that we are all feeling a bit more silly after making silly faces. Let's take a minute to calm down before we go to our next activity. Let's take three deep breaths and pretend we are a sleepy kitten."

Enrichment ■ Ask children to name other emotions that people might have that were listed in yesterday's book.

Center Activity

Draw a happy face and a silly face on a sheet of paper. Encourage children to look through magazines or books available in the classroom and point to the happy face or the silly face when they see something that makes them feel happy or silly.

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WEEK 10

DAY 3

Understanding Feelings *continued*

Social-Emotional

Family Child Care

To help all children in your setting better understand the emotion of silly, have a "silly" dance party. Play "Silly Willies" on the *Big Fun* CD by Greg and Steve and encourage children to move their bodies in silly ways mentioned in the song.



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WEEK 10

DAY 3

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of tools used by scientists.

Key Concepts

Review: Tool

Materials Needed

Magnifying glass

Balance scale

Binoculars

Small toys or items to use when exploring tools

BEGIN: [*Today's session is an opportunity for children to explore three tools used by scientists: a balance scale (Day 1), magnifying glass (Day 2), and binoculars. Children's familiarity with the tools may vary, depending on whether these items are consistently available in your classroom or in their homes.*

Open the session by displaying each tool, one at a time, and inviting children to say the tool's name and describe how we can use it. Remind children that a tool is an item that helps us do something.]

ACT: [*Encourage children to engage in open-ended play with the tools. Alternatively, ask questions, such as the following, and invite different children to demonstrate and describe how to use a tool:*

- *Which tool could we use to look at this plastic insect up close? (magnifying glass) How would we use the magnifying glass to learn more about our insect? (invite a child to demonstrate)*
- *Which tool could we use to compare two rocks to find out which rock is heavier? (balance scale) How would we use the balance scale? (invite a child to demonstrate)*
- *Which tool could we use to look at something that is far away? (binoculars) How could we use the binoculars? (invite a child to demonstrate)*]

RECAP: Today we were scientists with tools that can help us learn more about things.

Scaffolding Tips

Extra support ■ Remind children that a magnifying glass and binoculars are both used to observe something, but in different ways. A magnifying glass helps us to observe something that is close and binoculars help us to observe something that is far away. Invite children to use a magnifying glass to try to observe something through the window.

Enrichment ■ Ask children if they have ever seen a different kind of scale. (bathroom or kitchen scale) Invite them to tell about it. ■ Extend children's learning by taking them outside to use the tools. Children might be able to look at an insect in the grass with the magnifying glass, look at a far-away building or tree with binoculars, and use a balance scale to decide which piece of mulch is the heaviest.

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WEEK 10

DAY 3

Being a Scientist *continued*

Science

Center Activity

Fill the water table or a tub with sand and small animals or toys. Provide magnifying glasses for children to explore the items. Ask questions as children explore. Examples: "What do you see when you use the magnifying glass?" "Can you still see it without the magnifying glass?"

Family Child Care

Keep the tools out throughout the day for children to try. Show children how to use a scale when preparing lunch.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). *The scientific literacy project.* Retrieved from: http://www.purduescientificliteracyproject.org/ and Casteel, C. N. (2006). *Let's measure with tools.* Waterbury, CT: Abrams & Company Publishers, Inc.

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WEEK 10

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their understanding of a compound word. Children also will understand the name and sound of the letter A.

Key Concepts

Review: Compound word

Materials Needed

*Compound and component word cards

Chart paper

Marker

*Letter A card

Chart from Day 2

*4 letter A picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names

Also Promotes

Social-Emotional

*Printables provided

BEGIN: Today we will play a game to decide the two words we hear in a compound word. We will play the game with a partner. Who can remind us of how we make a compound word? (we put two words together to make a new word)

[*Divide children into pairs. Ask each pair to sit next to each other on the floor in front of you.*]

EXPLAIN: [*Place component word cards on the floor between you and the children. Place the compound word cards in a stack next to you.*]

I am going to hold up a card with a compound word on it. There also is a picture on the card. Then I will invite two children to try to find the cards for each of the two words that make up the compound word.

[*Point to the stack of component cards.*]

Here are the cards you will look through to find the words you hear in your compound word.

Let us show you how the game works.

[*Hold up a compound word card. Draw children's attention to the picture on the card.*]

ASK: What word do you think is on this card?

EXPLAIN: Yes. It is _____. _____ is a compound word.

[*Briefly describe the meaning of the word. Point to the picture on the compound word card. Ask all children to repeat the word in unison.*]

ACT: (Adult helper) and I are going to each try to find one part of the compound word ___. I will find the first part of our compound word, and (adult helper) will find the last part of our compound word. First we have to figure out which two words make up our compound word.





Glen Darrud/flickr/(CC BY-NC 2.0)

[*Discuss aloud with the adult helper the two words that make up your compound word. Example: Our word is "snowman." The first word I hear in "snowman" is "snow." The last word I hear in "snowman" is "man." Let's cooperate with each other. Which word would you like to find?*

After each of the two words is found, stand next to each other holding your word cards close to each other.]



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Understanding Letters *continued*

Our word is "snowman." I found "snow" and (adult helper) found "man." We worked together to find the words! When we put the two words together, they make the compound word "snowman." I will write both words on a chart with the compound word next to them.

[*On one line of a chart paper write the first word, then the second word, and then the compound word. Read each word as it is written.*]

Now it is your turn to try!

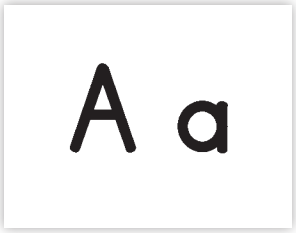
[*Continue the game as you invite each pair of children to participate. Hold up a compound word for each pair and encourage them to listen closely to the two words they hear in the word. Encourage children to use cooperation to decide which word each looks for by discussing this among the two of them. If children are unable to decide who will look for each word, see Extra Support tip.*

After children have found component words, clearly enunciate each component word, and emphasize how together the two words make a compound word. Briefly describe the meaning of the compound word. Point to the picture on the compound word card. Ask all children to repeat the word in unison. Write all three words on one line of the chart paper as done above. Continue until all pairs of children have had a turn.]

EXPLAIN: Let's learn more about the letter A.

[*Display letter A card.*

If a child(ren) whose name begins with the letter A was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter A when you say the name.]



Maybe someone in our group has the letter a somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase a and it will look like this.

[*Point to the lowercase a on the letter card.*]

Pop up if you have the letter a somewhere else in your name (not at beginning).

[*If a child has the letter a somewhere else in his/her name, point to the name and to the letter a on the list of children's first names so all children can see the name and the letter a.*]

ASK: What is our word that begins with the letter A? (alphabet)

ACT: The letter A says /a/, just like in the word "alphabet." /a/, /a/, alphabet. Let's say that together: /a/, /a/, alphabet.

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Understanding Letters *continued*

Language/ Literacy

I have two pictures of things that begin with the letter a. I wonder what they could be.



Relsner Fonseca/flickr/(CC BY 2.0)



NASA





brittgow/flickr/(CC BY 2.0)

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says apple. The letter a is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that start with the letter A and write them on our chart. Remember, the Letter a says /a/, /a/.

[*Help children by suggesting other words that start with a. Examples: at, animal, act, as.*

Invite one or more volunteer children to find the letter a in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter A on your chart paper.]

We use three lines to make an uppercase A. The first line goes up and the second line goes down like this. The third line goes across like this.

[*Give each child his/her letter journal.*]

Now we are going to write the letter A in our letter journal. Please write the uppercase (big) letter A in your journal. Write as much of the letter as you can.

RECAP: Today we played a compound word game. We cooperated with our partner to find two word cards that made up a compound word.

We also learned that the letter A says /a/, just like at the beginning of the word "alphabet." We made the uppercase (big) letter A in our letter journal. Let's say together the sound the letter A makes (/a/).

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WEEK 10

DAY 4

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children have difficulty finding their part of the compound word, suggest what picture might depict the component word. Example: "You heard the word _____. You are looking for a card with a _____ on it. Do you see a card with a picture of a _____ on it?" ■ If children continue to have difficulty finding the correct component cards, place all component cards next to each other on a flannel board. Example: Place the "sun" card next to the "glasses" card. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask pairs of children what the "silly" compound word would be if they switched spots with each other and put the words together in the opposite order. ■ Some children may be interested in your demonstrating and describing how to make a lowercase a. Example: "We use two lines to make a lowercase a. The first line curves around like this. The second line goes down like this."

Center Activity

Place *compound word cards in a basket. Invite children to choose a card, look closely at the picture, say the word, and then decide which two words they hear in the compound word. Then encourage children to switch the two words to make the new "silly" compound word. Example: "keychain" would change to "chainkey."

*Printables provided

Family Child Care

Play another compound word game with children in your setting. Say a compound word and then say one part of the compound word. Ask children to determine the missing part. Example: "My compound word is birdhouse. One part of my compound word is 'bird.' What is the other part of the word?"

The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 10

DAY 4

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will identify a missing shape and reproduce a group of shapes.

Key Concepts

Review: Size

Materials Needed

*2 sizes of each of the 4 basic shapes per child (8 total per child)

Cloth

Also Promotes

Self-Regulation

*Printables provided

BEGIN: [*Place two sizes of each of the four basic shapes on the table in front of children.*]

There are shapes in front of us. The shapes are in different sizes.

ASK:

- What does the size of something tell us? (how big it is) We want to focus on the shapes, not on their sizes.
- Where is a circle?
- How about a rectangle?
- Where is a square?
- Where is a triangle?

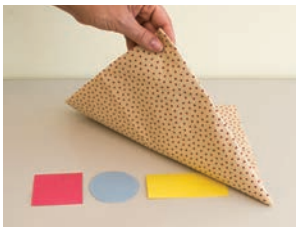
EXPLAIN: Today we are going to play a shape game like the one we played yesterday. But this time, we will do something a little different. I would like you to watch carefully while I put three shapes in front of me. After you've seen the three shapes, I am going to cover them with the cloth and secretly take one away. When I take the cloth back off, you try to figure out which shape is missing!

ACT:

- [*Choose a simple set of three: two sizes of one shape and one size of another shape. Give children a few seconds to look at the shapes.*
- *Cover the shapes and secretly remove one shape.*
- *Remove the cloth and ask children to identify which shape is missing. When they name a shape, ask them to describe characteristics of the missing shape. Focus on the shapes, not their sizes.*
- *Show the shape you removed. Say again the name of the shape.*

Choose three shapes and place them under a cloth.]

EXPLAIN: Let's play our shape game in a different way. I have three shapes under the cloth. I am going to lift up the cloth. Please take a good look at the shapes under the cloth. Then I will cover the shapes back up.



After the shapes you saw are covered again, try to lay out the same kinds of shapes that are under the cloth. If there are two circles and a triangle under the cloth, what should you lay out in front of you? (two circles and a triangle)



You do not need to lay out the same size of a shape. If there is a larger circle under the cloth, you can lay out a smaller circle.

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Working with Shapes *continued*

ACT:

- [*Secretly choose three different kinds of shapes. Put a cloth over the shapes.*
- *Remove the cloth and display the shapes for a few seconds. Cover them with the cloth.*
- *Invite children to copy the group of shapes hidden under the cloth. Remind children to focus on the shapes, not their sizes.*
- *Compare and discuss children's efforts to replicate the hidden pattern. Point out that it is okay to use a smaller shape for a larger shape if the type of shape is the same. If children's replications of the pattern do not match the pattern under the cloth, discuss and compare shapes they've used and how they differ from the shapes in the pattern. Example: "Hannah, I see you have a circle, square, and another circle. The shapes under the cloth were a circle, square, and another square. How are your shapes different from the ones under the cloth?" Focus on describing and naming the shapes they've used, and not whether their replication is right or wrong. Give attention to the shapes, not the order in which the shapes are arranged. Do this 3–4 times.*]

RECAP: Today we named and described the shape that was missing from the group of shapes. We also looked at a group of shapes for a few seconds that were under a cloth. Then I covered them up and we had to remember the shapes we saw and lay out the same types of shapes.

Scaffolding Tips

Extra support ■ Repeat the opening task (identifying the missing shapes) several times if children seem uncertain about the task. You may wish to devote the entire activity plan to identifying the missing shape. Use different sizes, types, and numbers of shapes. Do not move to the next part of the plan (reproducing a group of shapes) if children are engaged in and benefiting from the identification of a missing shape. ■ To simplify the activities, use a group of two different shapes. Example: a circle, a square. ■ If children focus on size more than the type of shape, remind children that a smaller circle and a larger circle are both circles. And a smaller square and a larger square are both squares.

Enrichment ■ Take away two of the three shapes. Can children name the two missing shapes?

123 Center Activity

Supply play dough. Invite children to create shapes! Also supply a collection of triangle pattern blocks. Encourage children to compare triangle play dough shapes to the pattern blocks. Are the triangles the same?

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Working with Shapes *continued*

Family Child Care

Organize younger and older children into two groups so the shape configuration can differ in the amount of challenge. Invite the two groups of children to take turns assembling a collection of shapes that the other group tries to reproduce.

The *Memory Game* is described in the following source: Cox, K. (n.d.). Teaching shapes in pre-k: Memory game [Web log post]. Retrieved from http://www.prekinders.com/pre-k-shapes/

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WEEK 10

DAY 4

Exploring Where We Live

Social Studies

Be Prepared: Note the activity plan includes specific suggestions for how to approach reading the book.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand the concept of home.

Key Concepts

New: Home
Apartment
Wigwam
Palace
Lair
Duplex

Materials Needed

*3 pictures as shown

Home by Carson Ellis

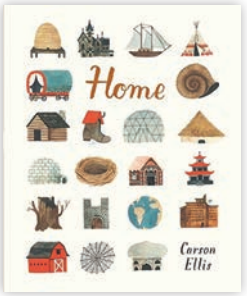
Also Promotes

Language / Literacy

*Printables provided

BEGIN: Today we will begin learning about homes. The place where someone lives is called **home**.

EXPLAIN: There are many kinds of homes. We are going to read a book about homes. It is called *Home*. The book tells us about different kinds of homes. The author of the book is Carson Ellis.



[*Display book cover.*]

ASK: What is shown on the cover of our book? (different kinds of homes)

ACT: [*Help children think broadly about the concept of home by pointing to two or three pictures of homes on the book cover and engaging children in a brief discussion about who might live there. Select homes that are likely to be familiar to children. Examples: bird's nest, barn, spider's web, boat (some children may think it is a pirate's ship).*

As you read the book, use your own words to describe illustrations. Draw children's attention to the location of the homes on richly-illustrated pages. Examples: apartments, palaces at both top and bottom of a page.

Explain that some of the homes are the author's creative ideas. Examples: shoes, sea homes, cup turned upside down. Remind children that we are being creative when we use our ideas to make or do something new.

If child interest or time is limited, omit or use selected pages in the second half of the book beginning with "But whose home is this?"

Below are suggested ways to describe some images that may be unfamiliar to children:]

- An **apartment** is a room or group of rooms that is inside a building. The building contains other apartments where families live.
- A **wigwam** is a round home made from trees or animal skins with a round roof.
- A **palace** is a home for kings and queens.
- A **lair** is a home hidden under the ground.
- The "some folks live on the road" picture shows a large van that musicians and other artists live in when they travel to different places to perform. Behind the van is the place where the musicians performed (played their instruments).

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WEEK 10
DAY 4

Exploring Where We Live *continued*

Social Studies

Many other types of homes are not shown in our book. Some homes have one story and some have more than one story, like the homes in these pictures.

[*Display a picture of a one-story home and a two-story home. There also are illustrations of a "tall home" and a "short home" in the book.*]



Daniel Case/wikimedia/(CC BY-SA 3.0)

Some homes are part of a duplex. A **duplex** has two homes that are attached together. A duplex can have one or two stories.



USACE/flickr/(CC BY 2.0)

[*Display a picture of a two-story duplex.*]

This is a picture of a two-story duplex. Many duplexes have one story.



NNECAPA Photo Library/flickr/(CC BY 2.0)

RECAP: There are many different types of homes. No matter where we live or how many times we move, the home we live in is special to us.

Did any of the pictures we looked at today remind you of your home (or a home you know)?

Scaffolding Tips

Extra support ■ In the discussion of a two-story home, offer descriptions that may be familiar to children. Examples: people live on the second floor or upstairs; people climb stairs to get to the second floor; there is an upstairs and a downstairs. Children may be familiar with a family occupying both floors of a two-story home or the downstairs and upstairs floors being occupied by different families.

Enrichment ■ Ask children if they know any part of their address or the name of their street.

Center Activity

In the housekeeping center, invite children to pretend they are in their own home. Encourage children to discuss what is in the kitchen of their own home.

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Exploring Where We Live *continued*

Social Studies

Family Child Care

Take a walk to look for different kinds of homes. If most of the homes in your area are similar, discuss the different colors, what people have on their porches, etc. Encourage children to discuss how the homes are the same and different from their own homes. Example: A home next to yours may have a pot of flowers on the porch. Does the child's home have a pot of flowers on the porch?

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WEEK 10

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will maintain their stability while bending.

Key Concepts

New: Bend

Materials Needed

none

Also Promotes

Self-Regulation

BEGIN: Last week we tried to balance our bodies while twisting and turning. Who would like to show us one way we twisted or turned our bodies?

EXPLAIN: Today we will try to balance while we bend our bodies. When we **bend** our body, we move it so that it is not straight.

ACT: Let's all stand up straight. Please stand as tall as you can.

- Are each of our bodies in a straight line? (yes!) Now let's all bend our bodies.
- Are each of our bodies in a straight line now? (no!)
- Is it easier to keep our balance when we are standing tall or when we are bending?

[*Offer a series of requests, using any of the movements suggested below. Encourage children to try to keep their balance. Additional complexity can be added by speeding up the commands or trying different bending actions with a partner. Example: "Let's bend our elbows slowly. Now let's bend our elbows quickly." Demonstrate each request.*]

- Bend at the knees.
- Bend your shoulders forward.
- Bend at your waist to the front.
- Bend at your waist to touch your knees.
- Bend at your waist to touch your toes.
- Bend at your waist to the side.
- Bend at your waist side to side and front to back.
- Bend your elbows.
- Bend your knee up and forward.
- Bend your knee so your foot is behind you.
- Bend your back and look at the ceiling.
- Bend your knee to touch your elbow.

ASK:

- What was your favorite way to bend?
- Was it easy or hard to keep your balance?
- Do you remember our song "Head, Shoulders, Knees and Toes"?
- What does the song ask us to do with our bodies? (bend and touch our body parts)

EXPLAIN: Let's sing our song together and bend our bodies when the song asks us to touch our knees and toes.

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WEEK 10
DAY 4

Moving Our Bodies *continued*

Physical/ Health

ACT: [*Sing "Head, Shoulders, Knees and Toes" with children.*]

RECAP: Today we practiced bending our bodies in lots of different ways. We bent our knees, waist, and shoulders. We used our bending skills when we sang the song "Head, Shoulders, Knees and Toes."

Scaffolding Tips

Extra support ■ Sing the song slowly to provide more time for children to think about and do the motions. ■ If a child has difficulty doing the motions of the song, place the child next to another child or adult who can model the actions.

Enrichment ■ Encourage children to offer ideas on what body parts to bend. ■ Listen carefully to the word "bend." What letter do we hear at the beginning of "bend"? ■ Singing the song faster offers additional challenge in balancing.

Center Activity

Place a variety of CDs with movement songs in the music and movement center for children to use in moving their bodies in different ways.

Family Child Care

Encourage school-age children to lead the actions as all children sing together "Head, Shoulders, Knees and Toes." Invite children to try new motions to the song as they practice bending. Example: arms, hips, knees, and toes.

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WEEK 10

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter A.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

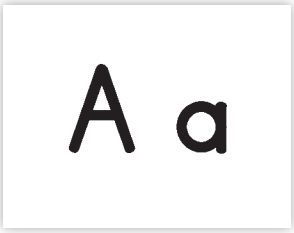
*Letter A card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter A card.*]



What is the name of this letter? What sound does the letter A make?

Letter A says /a/, just like in the word "alphabet." /a/, /a/, alphabet. Let's together say /a/, /a/, alphabet.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 10

DAY 5

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will deepen their understanding of characteristics of basic shapes.

Key Concepts

Review: Size

Materials Needed

*Example of each of the 4 basic shapes (circle, triangle, square, rectangle)

*2 squares of different sizes

*2 rectangles

*Printables provided

BEGIN: This week we learned more about shapes.

[*Hold up a rectangle.*]

ASK: Why is this shape not a square?

EXPLAIN: The shape I am holding has four straight sides and four corners like a square, but the sides are different sizes. A square has four straight sides that are the same size.

ASK:

- What is the name of the shape I am holding? (rectangle)
- I am thinking of a shape that has three sides and three corners. What shape am I thinking of? (triangle)
- I am thinking of a shape with a curved line that is completely round. What shape am I thinking of? (circle)

EXPLAIN: This week we looked at shapes of different sizes. Remember, the size of something is how big it is. All shapes can come in different sizes. Let's look at two shapes.

[*Display two squares of different sizes.*]

ASK:

- What are these shapes?
- How do we know? (they both have four straight sides that are the same size and four corners)

EXPLAIN: A square is a square no matter what size it is!

This week we also played a shape game. I laid out two shapes and then covered them up. Then we tried to remember the shapes under the cover, and lay out those same shapes.

[*Hold up a circle and a square.*]

I am holding up two shapes. Now I am going to put these two shapes behind my back.

ASK: What two shapes did I hold up?

EXPLAIN: [*Hold up a triangle and a rectangle.*]

Now I am holding up two different shapes. I am going to put the shapes behind my back and then show you one shape.

[*Place both shapes behind your back and then display only one of the shapes.*]

ASK:

- Which shape is still behind my back?

[*Display two rectangles.*]

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Working with Shapes *continued*

- What shapes am I holding now? How do we know?
- I am going to put one of the rectangles on its side. Is it still a rectangle? (Yes, it is!)
- Let's see what happens when I flip both rectangles the other way. Are they still rectangles? (Yes, they are!)

EXPLAIN: All rectangles have four straight sides and four corners. A rectangle is a rectangle if it is on its side or standing up tall!

RECAP: We are learning that all shapes can come in different sizes. We know that triangles can be different sizes, but they always have three straight sides and three corners. A triangle is a triangle no matter what size it is! We also learned that a rectangle is a rectangle whether it is laying on its side or standing up tall.

Scaffolding Tips

Extra support ■ In the opening segment, hold a square cutout in front of a rectangle cutout to further demonstrate differences between these two shapes. ■ Display a cutout of the shape you describe (triangle, circle) immediately after children say its name (correctly or incorrectly).

Enrichment ■ Invite several children who have a solid understanding of shapes to take turns in leading the missing shape activity.

123 Center Activity

Provide various shape cutouts and drawing paper. Invite children to trace or draw their own shapes. Invite children to compare the shapes they've drawn or traced to basic pattern block shapes.

Family Child Care

Have a shape snack! Invite children to help you make trail mix with the four basic shapes. Include crackers, cereal, and dried fruits in the shape of circles, squares, rectangles, and triangles.

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WEEK 10

DAY 5

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of typical items in a home.

Key Concepts

Review: Home

Materials Needed

*6 pictures as shown

*Printables provided

Optional Reading

If You Lived Here by Giles Laroche

BEGIN: We are learning that there are many different kinds of homes. Remember, a home is the place where someone lives.

Today we are going to talk about the inside of a home.

ASK:
- Where do you eat in your home?
- What is your favorite place in your home? Why?

ACT: Let's talk about some of the things we may find in a home.

If you have a refrigerator in your home, please pop up.

[*Ask children to sit down after you have commented on the number of children with a refrigerator in their home.*]

If you have a bathtub in your home, please pop up.

[*Ask children to sit down after you have commented on the number of children with a bathtub in their home.*]

If you have a pet in your home, please pop up.

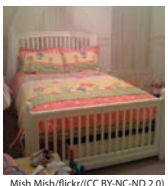
[*Ask children to sit down after you have commented on the number of children with a pet in their home.*]

We are going to take a look at our housekeeping center. It has things we find on the inside of a home. It doesn't have all of the things a home would have, but some of the things may be like what you have in your home.


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Kishisaka/flickr/(CC BY 2.0)

ASK: [*Invite children to look at and discuss the housekeeping center.*]
- What things in our housekeeping center are like some things in your own home? (table, kitchen items, rugs, chairs, etc.)
- What things in your own home are <u>not</u> in our housekeeping center? (bed, bathroom, etc.)


Mish Mish/flickr/(CC BY-NC-ND 2.0)


brunurb/flickr/(CC BY-NC-ND 2.0)

I have pictures of some things we might find inside a home. Let's look at each picture and talk about where we might find the item inside a home.

[*Display six pictures, one at a time, and encourage children to discuss where the item might be found in a home.*




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WEEK 10

DAY 5

Exploring Where We Live *continued*

Social Studies

Invite children to discuss whether they have a similar item in their own homes. Some items might be found in more than one room in a home.]

RECAP: Today we talked about things we can find inside a home. We looked at our housekeeping area and talked about how it may be the same or different than our own homes.

Scaffolding Tips

Extra support ■ Help children determine where an item might be found in a home by asking questions about how the item may be used. Examples: "What might people do on a table in a home?" (eat, study, read, use a computer, etc.) "Where might we find a table in a home?"

Enrichment ■ Invite children to count the number of bedrooms and bathrooms (separately) in their home.

Center Activity

In the block center, encourage children to build homes for dolls or stuffed animals.

Family Child Care

Take children on a tour of your home. Discuss how your home is the same or different than children's homes.

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WEEK 10

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will maintain their balance when stopping movement of their body at a faster and slower pace.

Key Concepts

Review: Balance

Materials Needed

CD player

Instrumental music of medium and fast speeds

Also Promotes

Self-Regulation

BEGIN: Today we are going to practice keeping our balance when we stop doing some movements with our body.

EXPLAIN: We will move our bodies to some music. We will walk, march, gallop, or hop.

We will stop doing the movement when the music stops. We will stand in our place when the music stops. We will try to keep our balance when we stop. We know that when we balance something we keep it steady.

I will say a movement and start the music. You can move around our activity space while doing the movement. When the music stops, try to stop your body right away and keep your balance.

Let's try an easy movement to make sure we know what to do. We will start with walking. When the music starts, please start walking and then listen for when the music stops. Stop walking when the music stops.

ACT: [*Play a selection of music that is of medium speed and encourage children to walk around the activity space. Stop the music after a brief period of walking and offer a verbal reminder if necessary. Repeat the walking with a faster pace of music and encourage children to walk faster to the music. Stop after a brief period.*]

ASK: Was it harder to stop walking when you walked faster?

ACT: This time, let's _____ instead of walk.

[*Repeat the above activity with one or more of the following (one at a time): march, gallop, or hop. Play both medium and faster speed music for children to practice stopping. Remind children to try to keep their balance when stopping.*]

ASK: Was it harder to keep your balance when you stopped _____or when you stopped walking?

RECAP: Today we practiced keeping our balance when we stopped walking and when we stopped _____.

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Moving Our Bodies *continued*

Scaffolding Tips

Extra support ■ If children have difficulty keeping their balance during some of the faster music selections, encourage them to move their body slower so they can stop and maintain balance when the music stops.

Enrichment ■ To increase challenge, start and stop the music in quick succession while encouraging children to start and stop their movements quickly. Observe to see if children are able to keep their balance with the quickness of the movements.

Center Activity

Place the music and CD player in the music and movement center for children to continue the activity during center time.

Family Child Care

Repeat the activity outside where children have more space to move. Be sure to identify the boundaries for the children to move in so they stay safe and can hear the music.

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WEEK 11 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Reviewing the names of the letters B and C (Day 1), O (Day 3), and A (Day 5)
- Practicing how to make and take apart compound words (Day 2)
- Identifying rhyming words (Day 4)

Mathematics

Counting Things

- The last number we count tells us how many we have (Days 1, 2, 5)
- How to sort items into groups and identify groups that are equal (Day 3)
- How to make a group of a given number of items (Days 4–5)

Self-Regulation

Paying Attention

- How to concentrate on our breathing while stretching our bodies (Day 1)
  - ❍ Practicing two yoga poses

Social-Emotional

Understanding Feelings

- When we feel sad we may have a frown on our face or cry (Day 2)
- Making and identifying happy, silly, and sad faces (Day 2)
- Ways to feel better when we are sad (Day 3)

Social Studies

Exploring Where We Live

- Creating a unique shoebox home (Days 4–5)

Creative Expression

Creating Dance

- How to move forward and backward (Day 1)
- How to bend, stretch, and bow (Days 2–3)
- How to jump, glide, spin, and hop (Day 3)

Physical/ Health

Staying Healthy and Safe

- Our teeth help us eat and make sounds when we talk (Day 4)
- How to brush our teeth (Day 5)

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WEEK 11

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the names of the letters B and C.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter B card

*Letter C card

Book of your choice for this week's repeated reading

Chart paper

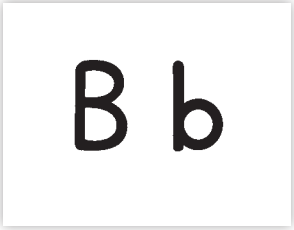
Marker

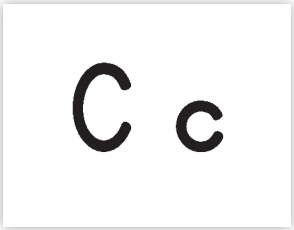
*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: [*Display the letter B card and the letter C card.*]

- What are the names of these letters?
- Pop up if you have the letter B in your name!
- Pop up if you have the letter C in your name!





EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 11

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand that when counting, the last number counted tells how many (cardinality).

Key Concepts

New: Last number counted

Materials Needed

*Large star cards 2–10

Also Promotes

Creative Expression

*Printables provided

BEGIN: Today we will begin by learning a new song. The song is called "Ten Butterflies." I will sing it first, and then we can sing it together.

[*Sing the adjacent words to the tune of "Mary Had a Little Lamb." Hold up one finger for each butterfly. Then encourage children to sing with you, using their fingers as butterflies.*]

Ten Butterflies

(Sing to the tune of "Mary Had a Little Lamb")

One, two, three, four, five butterflies,
Five butterflies, five butterflies.
One, two, three, four, five butterflies,
Flying all around.
Six, seven, eight, nine, ten butterflies,
Ten butterflies, ten butterflies.
Six, seven, eight, nine, ten butterflies
Fluttering to the ground!

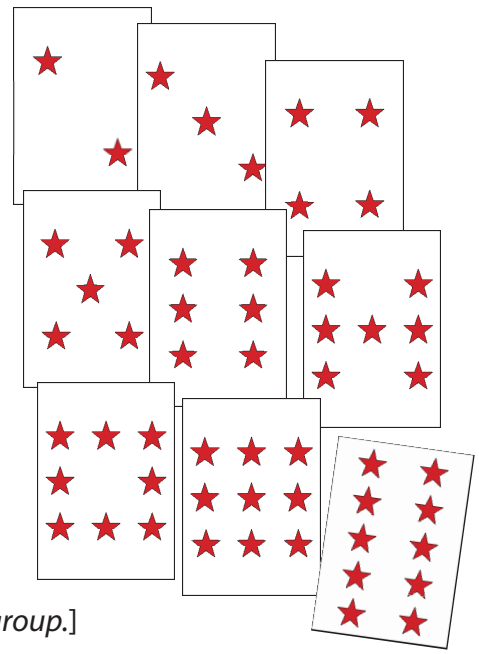
EXPLAIN: [*Display card with stars.*]

Let's find out how many stars are on this card. I am going to count the stars on this card. Please watch and listen as I count. The last number I count will tell us how many stars are on this card.

[*Point to each star as you count.*]

There are ___ stars on the card. The **last number counted** tells us how many we have.

Now we are going to count together in groups. I will choose a card and then invite four children to count the stars together. I will point to the stars as you count.



- [*Continue this activity by naming groups of four children to count together the stars on a different card. Point to the stars as children count from their seated position. Example: "Let's have Amy, Darius, Damaris, and Caleb count the next group of stars."*
- *Once children have counted the stars correctly, ask, "How many stars are on your card? How do you know?"*
- *Continue until all children have had a chance to count stars in a group.*]

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WEEK 11
DAY 1

Counting Things *continued*

123 Mathematics

RECAP: Today we counted stars on cards to see how many stars there were. When we count, how do we know how many we have? (the last number we count tells us how many we have)

Scaffolding Tips

Extra support ■ Use cards with 2, 3, or 4 stars for children who are learning how to count fewer than five items.

Enrichment ■ Invite children to count the number of buttons on a shirt. Then encourage children to say aloud how many buttons are on the shirt. How do they know?

123 Center Activity

Provide a basket of beanbags. Invite children to see how many times they can lightly toss and catch a beanbag in a row. Demonstrate how to lightly toss and catch a beanbag. Emphasize the counting element of this activity. Children may wish to toss/catch in pairs, making sure they take turns in tossing.

Family Child Care

Play an outdoor game with all children in your setting. Invite children to practice counting as they toss balls into a bucket. To the first child, say a number between 1–10. Encourage the child to toss the same number of balls into a nearby bucket. As the child tosses the balls, encourage him/her to count the balls out loud. Example: Adult—"Emilio, please toss five balls into the bucket." Child—"1, 2, 3, 4, 5." Adult—"How many balls are in the bucket? How do you know?" Continue until each child has had a turn. Encourage children to count the number of balls they toss, not the number of balls that land in the bucket. Older children may enjoy counting to higher numbers or counting by twos as they toss two balls at a time into the bucket.

The activity is informed by the *Hidden Stars* game in the following source: Frye, D., Baroody, A. J., Burchinal, M., Carver, S. M., Jordan, N. C., & McDowell, J. (2013). *Teaching math to young children: A practice guide* (NCEE 2014-4005). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov

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WEEK 11

DAY 1

Paying Attention

Self-Regulation

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

3-5 YEARS

Large Group

Skill and Goal

Concentrate

Children will understand how to use yoga poses to help concentrate on their breathing and bodies.

Key Concepts

New: Yoga

Review: Relaxed
Calm
Pose

Materials Needed

The ABC's of Yoga for Kids by Teresa Power

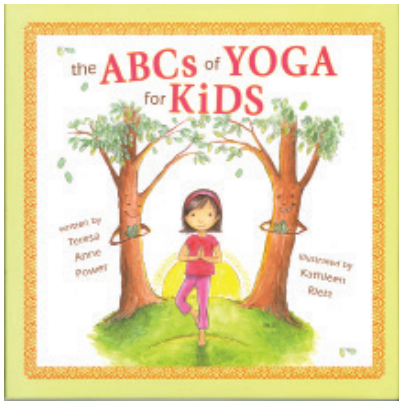
Yoga mats—1 per child (see Be Prepared)

Optional Reading

Bal Yoga for Kids by Glenda Kacev and Sylvia Roth

BEGIN: Today we will do another activity to help calm our minds and relax our bodies. Remember, when our bodies are relaxed our muscles are not tight. Our thoughts are quiet when our mind is calm. A relaxed body and calm mind can help us use good self-control.

EXPLAIN: Today we will learn about yoga. **Yoga** is a way for us to concentrate on our breathing while stretching our bodies into different poses. Remember, a pose is a way of holding our body. There are many different poses in yoga. Yoga helps calm our mind and relax our body. We will learn about yoga today by reading two pages of a book called *The ABC's of Yoga for Kids*. The book was written by Teresa Power.



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

EXPLAIN: When we do yoga, we will concentrate on our breathing while stretching our bodies in poses. We will take three deep breaths with each yoga pose. Let's learn two poses today. Each of our poses may look different because our bodies are different and that's okay.

ACT: [*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: Today we learned about yoga. Yoga helps us concentrate on our breathing while stretching our bodies. Did the yoga poses we tried help your body to feel relaxed? Did the poses help your mind to be calm?

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WEEK 11

DAY 1

Paying Attention *continued*

Self-Regulation

Scaffolding Tips

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

Enrichment ■ Invite children to share another yoga pose they have done previously (not a pose introduced in today's session).

Center Activity

Place one or two yoga mats in an area of the room plus pictures (from book) of the two yoga poses practiced in today's activity. 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 ABC's of Yoga for Kids* by Teresa Power for children to use as a reference.

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WEEK 11

DAY 1

Creating Dance

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Skills that support creative expression

Children will understand basic movements in dance.

Key Concepts

Review: Movement
Backward
Forward

Materials Needed

None

Also Promotes

Self-Regulation

Physical/Health

BEGIN: We know that dance is one of the ways we can be creative. We move our bodies when we dance. Today we will learn about movements we can use when we dance. Remember, moving our body from one place to another is called a movement.

EXPLAIN: Moving forward is a movement that is used in dance. Remember, the word forward means to move toward what is in front of us.

[*Demonstrate a forward movement by taking 2–3 steps forward.*]

ACT: Let's all stand and show how we can do a forward movement.

[*Help children move apart so each has some personal space. Children should continue to face in the same direction. Encourage children to take several steps forward. Then invite them to remain standing.*]

EXPLAIN: Moving backward is another movement that is used in dance. Remember, the word backward means to move toward what is behind us.

[*Demonstrate a backward movement by taking 2–3 steps backward.*]

ACT: Let's show how we can do a backward movement.

[*Encourage children to take several steps backward. Invite children to remain standing.*]

Now let's practice moving forward and then moving backward. First we need to spread out a little so we do not bump into each other.

Next, we need to listen carefully for different words I will say. The words are: forward movement, backward movement, and stop.

ASK:

- What do we do when I say "forward movement"? (move forward)
- What do we do when I say "backward movement"? (move backward)
- What do we do when I say "stop"? (stop moving, stand still)

EXPLAIN: We need to walk <u>slowly</u> when I say "forward movement" or "backward movement." We do not want to walk fast. We do not want to run. We walk slowly.

[*Demonstrate <u>slowly</u> walking forward (3–4 steps). Say "stop" and stop walking. Then demonstrate slowly walking backward (2–3 steps). Say "stop" and stop walking.*]

ACT: Let's do our movements! Listen carefully to what I say.

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WEEK 11
DAY 1

Creating Dance *continued*

Creative Expression

[*Offer requests in the following order. After children become familiar with the movements and process, you may wish to change the order and/or vary the amount of time for a movement. Remind children to walk slowly and to use their listening ears.*]

- Forward movement
- Stop
- Forward movement
- Stop
- Backward movement
- Stop
- Forward movement
- Stop

RECAP: Today we practiced a forward movement and a backward movement. We also practiced how to stop a movement. Movements are part of dancing.

Scaffolding Tips

Extra support ■ Some children may find it challenging to follow requests or do a movement. Ask another adult to provide guidance or team up with children who do not readily engage in the process. ■ If you anticipate walking slowly will be a challenge for children, invite children to practice walking slowly forward and backward after you demonstrate each (prior to the "Let's do our movements!" segment).

Enrichment ■ Encourage children to move forward or backward in different ways (examples: tiptoes, crawl). ■ Invite children to take turns saying the requests to the other children.

Center Activity

Invite children to put the forward and backward movements together in a short dance routine (omit the "stop") that might also include some arm movements. Some children may wish to practice forward and/or backward movements with a friend, taking turns in providing the requests.

Family Child Care

School-age children in your setting may enjoy creating and then teaching younger children a short dance routine that involves forward movement, backward movement, and arm movement.

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WEEK 11

DAY 2

Progress Assessment

Compound Words

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will individually demonstrate understanding of how to form and segment a compound word.

Key Concepts

Review: Compound word
Concentrate

Materials Needed

*Compound word cards—1 per child (see Be Prepared)

*Component word cards—1 set per child (see Be Prepared

*Component word cards "cup" and "cake"

*Compound word card for "sunflower"

*Printables provided

Be Prepared: Today's small group activity is a **progress assessment** of children's understanding of forming and segmenting compound words. For the first round (forming a compound word), select one set of component word cards for each child (two cards that make a compound word). Use provided cards of words that have not been used in previous activity plans. For the second round (segmenting compound words), select one compound word card for each child. Use provided cards of compound words that have not been used in previous activity plans or in the first round of this session (blending). Performance of each child is determined separately for forming (blending) and segmenting. See the end of the activity plan for details.

BEGIN: Today we are going to work again with compound words. We will put two words together to make a compound word. We will also decide which two words make up a compound word.

EXPLAIN: Let's first practice putting two words together to make a compound word.



ACT: [*Display word cards "cup" and "cake."*]

The first card has a picture of a cup.

[*Point to the word "cup" below the picture as you read it.*]

What is the picture on the second card?



It is a picture of a cake.

We have a "cup" card and we have a "cake" card.

I am going to put the "cup" and "cake" cards together. When the two cards are put together they make the new word "cupcake"!

[*Display and point to the two cards put together. Encourage children to say "cupcake" as you point to the combined cards.*]

EXPLAIN: Now it's your turn to try! Each of you will have a chance to make a compound word. All of us need to be quiet so the person making a compound word can concentrate. Remember, when we concentrate on something we pay close attention to it.

ACT: [*Assess children individually with the following procedure:*

- *Lay in front of the child two component word cards that together make a compound word.*
- *Ask the child to name each picture. Name one or both pictures if the child is uncertain. Ask the child to repeat the name you offer.*
- *Ask the child to put the two word cards together and say the compound word. If the child clearly communicates uncertainty about*

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Compound Words *continued*

how to form the compound word, offer assistance: Name each picture again and ask, "Which word (card) would come first?"

- *Praise each child's effort. Refrain from indicating "right" or "wrong."*
- *Repeat the above procedure until all children have been assessed on their understanding of forming a compound word.*]

EXPLAIN: Now we are going to begin with a compound word and decide which two words make up the compound word. Let's first practice together.

[*Display the compound word card "sunflower." Draw children's attention to the picture.*]



Suwapitch Rimpongpisan/flickr/(CC BY-NC-ND 2.0)

ASK: What is the compound word on my card?

EXPLAIN: Yes! My compound word is "sunflower."

We need to decide which two words make up the compound word "sunflower." I'll say the word again. Listen carefully for two different words when I say the compound word "sunflower."

[*Enunciate clearly when you say the word "sunflower." Emphasize each component word.*]

ASK: What is the first word you hear in the word "sunflower"?

EXPLAIN: Yes. The first word is "sun."

Now listen carefully as I say the compound word again.

[*Enunciate clearly when you say the compound word again. Emphasize each component word.*]

ASK: What is the other word you hear in the word "sunflower"?

EXPLAIN: Yes. The last word is "flower."

When we put "sun" and "flower" together we make the word "sunflower."

Now it's your turn to try!

ACT: [*Assess children individually with the following procedure:*

- *Lay in front of the child one compound word card.*
- *Ask the child to name the picture. Name the picture (say the compound word) if the child is uncertain.*
- *Ask the child to say the two words that make up the compound word. If the child clearly communicates uncertainty about the two words, offer assistance: Say the compound word slowly and ask, "What word do you hear first?"*
- *Praise each child's effort. Refrain from indicating "right" or "wrong."*

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Compound Words *continued*

- *Repeat the procedures until all children have been assessed on their understanding of segmenting compound words.*]

RECAP: Today we put two words together to make a compound word. We also decided which two words made up a compound word.

Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.

Center Activity

Provide children with compound word manipulatives and matching compound word cards. Invite children to choose a compound word card and then put manipulatives together to make the compound word. Example items to include: plastic stuffed fish + bowl, piece of mail + small box, small basket + ball, toy corn + toy bread, watercolor paints + brush, paper + binder clip, straw + toy berry. Ask children to also make "silly" compound words. Example: cornmail.

The compound word activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 11
DAY 2

Compound Words *continued*

Language/ Literacy

DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for forming (blending) and once for segmenting a compound word. Record your designation for each child on the provided form. Options are as follows:

Got It: Blends/Segments compound words independently (with no assistance or with your assistance in naming a picture only)

Getting It: Blends/Segments compound words with the following assistance:
Blending: You asked the child which word (card) comes first
Segmenting: You asked the child which word he/she hears first

Not Yet: Child does not blend/segment compound words at this time

FOLLOW-UP LEARNING SUPPORTS FOR UNDERSTANDING COMPOUND WORDS

Reinforce

The following activities are designed to support children who can blend/segment compound words independently (Assessment = Got It). The activities also are appropriate for children who can blend/segment compound words with assistance (Assessment = Getting It).

- Encourage children to listen for compound words in books that are read individually with children or at a group time. Examples: *The Mitten* (Jan Brett) includes the word "snowshoe," *The Little Seed* (Eric Carle) includes the word "butterflies," and *The Snowy Day* (Ezra Jack Keats) includes the words "snowsuit," "snowman," and "snowball." Discuss the meaning of the compound word in the book. Then ask children to identify component parts.
- Discuss compound words that children encounter as part of their daily routine. These might include words related to clothes (snowsuit, raincoat), food (applesauce, strawberry, pancake, hotdog), and classroom items (paintbrush, headphones, bookshelf).
- Include compound words in a morning message. Example: "It is raining today. We need to wear raincoats outside." Ask children to identify the compound word. Also invite children to segment the compound word into its component words and then blend the component words into the new word, "raincoat."
- Draw attention to compound words that are introduced or used in other activities. Examples: shoebox (Social Studies Week 11, Day 4), sidewalk (Social Studies Week 14, Day 5), butterfly (Self-Regulation Week 10, Day 1), paintbrush (Creative Expression Week 6, Day1).

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WEEK 11
DAY 2

Compound Words *continued*

Language/ Literacy

- Use a compound word transition activity to dismiss children from a group session. To reinforce skill in forming a compound word, create a two-column chart with 3–4 words/pictures in each column. The pictures/words in one column should be the first components of a compound word. The words/pictures in the second column are the corresponding second component. For example, put the following in column one: foot, finger, rain, snow. Put the following in column two: coat, ball, man, nail. Each child leaving the group is invited to match one word from column one with one word from column two to create a new word. To reinforce skill in segmenting compound words, create a chart of pictures of compound words. As a child is dismissed from group, he/she chooses a picture, says the compound word, and says the two component words.
- Provide guided practice in forming compound words. See Week 8, Day 4. If it appears children would benefit from explicit support for forming compound words, use the steps in Week 8, Day 2 (second page).
- For a more advanced review of forming compound words, provide each child with three component word cards, two of which should form a compound word. Use the Week 9, Day 2 procedures. Encourage children to say each component word.
- Use the Week 9, Day 4 group activity to review the importance of putting component words in their correct order.
- To review segmenting compound words, use the Week 10, Day 2 activity with compound word cards. It's especially important to enunciate clearly the component words. Use the Week 10, Day 4 activity if children need less explicit help in identifying the two words that make up a compound word.
- Draw children's attention to compound words that represent items in the classroom (bathroom, bookshelf, headphones). Say the two component words and describe how the component words make a new word. Invite children to repeat words you say. In a center activity, encourage children to make compound word "signs" for the classroom, drawing pictures of the component words and final word. Label these and place in the classroom.
- Invite children to identify what word is left when one component word in a compound word is taken away. Use compound word cards for this activity. The activity could be done with all children in a group or with individual children, including transition from a group session. Example: "This is a sunflower. What word do we have if we take away the word 'flower'?"
- When children work with syllables, emphasize how compound words are different from syllables. Give special attention to the Language/Literacy daily plan for Week 14, Day 4, which involves children clapping syllables in compound words. You may wish to repeat the core activity of this lesson.

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WEEK 11

DAY 2

Compound Words *continued*

Language/ Literacy

Reintroduce

The following activities are designed for children who do not yet blend/segment compound words (Assessment = Not Yet).

- Begin with the activities in Week 8, especially the Day 2 demonstration of how two words (cards) can be put together to form a new word (bird + house = birdhouse). Model the task by saying and pointing to each component word card and then saying and pointing to the new (compound) word. Ask children to repeat what you demonstrated. Encourage children to clap once for each word and to say each component word. Do the "clap" and "say" separately so children can focus on each action, particularly saying the word. Make sure children understand the basic concept of a compound word (introduced in Day 2) before moving to practice work with compound words in Week 8, Day 4.
- Repeat the Week 9, Day 2 activity, which involves children working with three component cards to find two "matching" component cards. Emphasize the first and second words of each compound word. If children struggle with this activity, repeat the Week 8 activities, especially the guided practice in forming compound words emphasized in Week 8, Day 4. Adapt the Week 9, Day 4 activity for use with one staff person and one child if you are working with one child only or if you anticipate involvement in a peer-focused activity would distract children from concentrating on the compound words.
- Repeat the compound word segmenting activity in Week 10, Day 2. It is helpful for children to hear the component words enunciated clearly. It is also helpful for children to say each component word and to hear you restate the component word as well as the compound word. Adapt the Week 10, Day 4 activity for use with one staff person and one child if you are working with one child only or if you anticipate involvement with a peer would distract children's attention to the compound words.
- Reassess children's skill in blending/segmenting compound words. See *ELM User Guide: 3–5 Years*.

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Compound Words *continued*

SAMPLES OF PORTFOLIO ENTRIES

Got It

Children in our classroom are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Yvonne's progress in understanding a compound word. Yvonne successfully formed (blended) and took apart (segmented) the compound word "sunflower." I provided the word as part of the assessment. I offered some follow-up learning opportunities to reinforce Yvonne's understanding of compound words.

Getting It

Children are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Joey's progress in understanding a compound word. Joey formed (blended) and took apart (segmented) the compound word "sandbox" with some assistance from me. I provided the word as part of the assessment. I am offering some follow-up learning opportunities to support Joey's emerging understanding of compound words.

Mixed pattern (Got It, Getting It)

Children in our classroom are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Tyrone's progress in understanding a compound word. Tyrone successfully formed (blended) the compound word "birdbath." He took apart (segmented) the word with some assistance from me. I provided the word as part of the assessment. I am offering some follow-up learning opportunities to support Tyrone's emerging understanding of how to take apart (segment) compound words, and to reinforce his understanding of how to form (blend) compound words.

Not Yet

Children are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Samantha's progress in understanding a compound word. Samantha was interested in working with the word cards I provided. She also paid attention to the assistance I provided as part of the progress assessment. It seems that Samantha was not yet ready to form (blend) or take apart (segment) the compound word "raincoat" that I provided as part of the assessment. I am offering follow-up learning opportunities to reintroduce Samantha to compound words and will again assess her progress after she has had more time to learn about compound words.

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WEEK 11

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

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

Key Concepts

Review: Equal
Take turns
Last number counted

Materials Needed

10 large circle cutouts of different colors or hula hoops (used in Physical/ Health Week 7, Day 5)

Also Promotes

Self-Regulation

BEGIN: I am going to hold up a group of fingers. I'd like you to hold up the same number of fingers on your hand. Our groups will be equal. What does it mean for things to be equal? (each has the same amount)

ACT: [*Lead children by holding up a group of fingers. Observe as children try to create an equal group of fingers on their own hands.*

Lay 10 circle cutouts or hula hoops on the floor in a line.]

EXPLAIN: Today we are going to play another counting game. I have 10 circles on the floor. Let's count them together to make sure we have 10.

[*Lead children in counting the circles in unison. Point to each circle as you count.*]

We have 10 circles. We know this because when we counted them, the last number counted was 10.

ACT: Let's each take turns with our game. We know that when we take turns, we do something one at a time. When it is your turn, I will say a number. Please walk on/in the circles. Count each circle as you take one step until you reach the number I said. Let me show you.

[*Demonstrate by inviting a child to say a number. Step on/in the given number of circles, counting each one as you step. Stop when you have reached the number given. Say, "I have counted ___ circles."*]

Now let's take turns playing our counting game.

[*Select a number from 1–10 and ask a child to step on/in the given number of circles. Ask the child to count out loud as he/she steps on each circle. Remind each child to stop when he/she has reached the number you said. Ask: "How many circles did you count?"*]

RECAP: Today we played a counting game. I said a number and each of you stepped on/in the circles until you counted that many circles. When we count, the last number we count tells how many we have. I am going to say a number, and let's clap the number of times I say.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ For children who are learning to count to 10, give a smaller number of steps to count.

Enrichment ■ When you give children a number, invite them to say the color of the last circle they will step on before taking any steps.

123 Center Activity

Arrange the circles used in today's math lesson in a row on the floor. Ask children to take turns standing in front of the first circle as they toss a beanbag to any circle in the row. Children will then count the circles as they step on them until they reach the circle with the beanbag. Children should then say the total number of steps they took.

Family Child Care

Encourage younger and older children in your setting to play the game with beanbags by forming separate games. One game can be numbers 1–5, another game can include numbers up to 10, and a final game can include numbers higher than 10.

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WEEK 11

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel sad. Children will also strengthen their understanding of what it means to feel happy and to feel silly.

Key Concepts

New: Sad

Review: Emotion

Materials Needed

The Way I Feel by Janan Cain

Happy Feeling Face

Sad Feeling Face

Silly Feeling Face

3 paper circles per child, 4 to 5–inches in diameter

Drawing tools

*Our Feelings poster

*Printables provided

Be Prepared: Prepare happy, silly, and sad Feeling Faces with 4–5 inch paper circles. Draw a happy face on the first circle, a silly face on the second circle, and a sad face on the third circle. (see examples within the activity plan)



BEGIN: We are learning about different emotions. Remember, an emotion is the way we feel inside.

[*Display a smile on your face.*]

ASK:

- What do you think I might be feeling right now? (happy!)

  [*Display a silly face.*]

- What do you think I might be feeling right now? (silly)

  [*Display a frown on your face.*]

- What do you think I might be feeling now? (sad)



EXPLAIN: Sad is an emotion (feeling). People sometimes have a frown on their face or they may cry when they feel **sad**. Let's take a look at our poster and see if we can find a child who is feeling sad.

[*Discuss facial features that children associate with being sad.*]

ASK: Who can make a sad face?

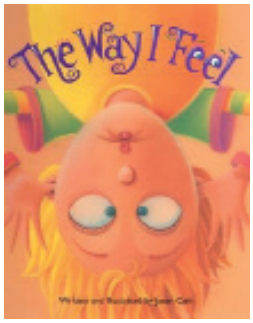
EXPLAIN: There are many reasons why people can feel sad. I feel sad when _____.

ASK: Can you think of something that might make you sad?

ACT: Let's look at three pages in the book we read last week. The pages show happy, silly, and sad feelings.

[*Display The Way I Feel book.*

For <u>each</u> of the happy, silly, and sad pages, ask the following question:]



What about the child's face tells us the child in this picture may be feeling _____ (happy, silly, sad)?

EXPLAIN: Happy, silly, and sad faces can look very different.

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WEEK 11
DAY 2

Understanding Feelings *continued*

Social-Emotional

ASK: [*Display a sad Feeling Face you made prior to the activity.*]

- This is a Feeling Face. Can you guess the emotion a person with this face might be feeling?

[*Display a happy Feeling Face and a silly Feeling Face, one at a time, and invite children to guess the feeling.*

Display the three Feeling Faces at the same time.]

- What does the mouth look like on each face?



ACT: We are going to make Feeling Faces to help us think about different emotions.

Each of us can make a happy face, a silly face, and a sad face. We will use paper circles to make each face.

[*As children draw the features on their papers, write the name of the emotion at the bottom of the Feeling Face. Write the child's name on the back of each face.*]



RECAP: I am going to say some things that might happen to us. Please hold up the Feeling Face that shows how you might feel if this happened to you.

- We get to play with our favorite toy.
- We fell off the swing.
- We are pretending we are a clown!

[*Please keep children's Feeling Faces for use in other activities.*]



Scaffolding Tips

Extra support ■ If children experience difficulty describing the mouths of the Feeling Faces, help with vocabulary as necessary. Point to the mouth as children or you describe it.

Enrichment ■ Extend the Recap activity by encouraging children to identify additional situations or events that would make them feel happy, silly, or sad. Invite children to hold up the face that matches the situation or event they describe.

Center Activity

Supply a variety of puppets or toy people figures. Encourage children to play together with the props, using them to tell each other how it feels to be happy, silly, and sad.

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WEEK 11

DAY 2

Understanding Feelings *continued*

Social-Emotional

Family Child Care

Encourage school-age children in your setting to draw pictures of someone feeling sad, happy, and silly. Fasten pictures together to make a book and place the book in your library center.

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WEEK 11

DAY 2

Creating Dance

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Skills that support creative expression

Children will broaden their understanding of basic movements in dance.

Key Concepts

New: Stretch
Bow

Review: Bend

Materials Needed

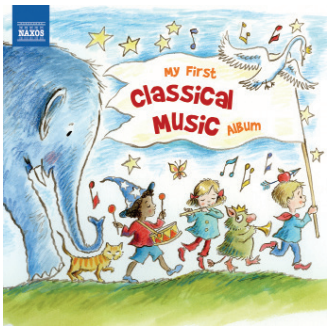
CD player

My First Classical Music Album CD

Also Promotes

Physical/Health

Be Prepared: Listen to the music selected for the activity prior to using it with children so you are familiar with it and know where specific movements would work with the music.



BEGIN: Yesterday we practiced forward movements, backward movements, and stopping a movement.

ACT: [*Lead children in the movements described below, taking 2–3 steps for each.*]

Let's show what we remember. Let's all do a forward movement. Stop. And then do a backward movement.

EXPLAIN: Today we are going to learn some other movements that can be a part of dance.

I need to move in a certain way if I want to pick up something from the floor. Watch as I move.

[*Bend down as you pretend to pick up something from the floor.*]

ASK: How did I move when I pretended to pick up something from the floor? (bent down)

EXPLAIN: My body needs to bend forward when I pick up something from the floor. Remember, bend means to move our body so it is not straight. When I bend forward, I bend toward what is in front of me. Watch me bend again.

[*Demonstrate bending forward.*]

Now I will move in another way.

[*Stretch as you pretend to reach for something up high.*]

ASK: How did I move when I pretended to reach for something up high? (stretch)

EXPLAIN: We need to stretch to get something or reach up high. **Stretch** means to make something longer. We stretch our body to get longer so we can reach something up high. Watch me stretch again.

[*Demonstrate stretching.*]

ACT: Let's practice bending and then stretching.

[*Lead children in several rounds of bending and stretching.*]

EXPLAIN: [*Help children spread out so each has personal space.*]

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WEEK 11
DAY 2

Creating Dance *continued*

Creative Expression

We are going to listen to a song. Please try to do the movements that I say. We will stay in our own space. We will begin by standing up. Please listen carefully as I say the movements.

ACT: [*Play Track three from My First Classical Music Album CD and say the four movements of forward, backward, bend, and stretch. Provide more practice with bend and stretch than with forward and backward movements. Use logical places in the song to bend and stretch.*]

We have one more movement to learn today. Please watch what I do.

[*Demonstrate a bow. Then invite children to bow with you.*]

That is called a bow! When we **bow**, we bend our bodies forward. Then we stand up tall. Dancers and artists sometimes bow at the end of dancing or performing.

RECAP: Today we learned more movements that can be used in dance. We learned to bend, stretch, and bow. Let's all bow!

Scaffolding Tips

Extra support ■ For children who have difficulty with the movements, pair them with another child who is successful at following the movement requests. ■ Practice each of the four movements before playing a song.

Enrichment ■ Invite children to take turns leading some of the movements during the song. ■ Alternate between a faster and slower pace if children seem ready for more challenge.

Center Activity

Provide the CD player, *My First Classical Music Album* CD, and scarves for children to continue practicing forward, backward, bend, stretch, and bow movements. Children may wish to take turns as leaders. Children also may wish to put together some of the movements into a short dance routine. Encourage children to say the movements they are enacting.

Family Child Care

Invite a family member or someone who dances to talk with children in your setting about how they move their body as they dance.

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WEEK 11

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter O card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [*Display the letter O card.*]

- What is the name of this letter?
- Pop up if you have the letter O in your name!

O o

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*

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Understanding Words *continued*

- *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 11

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand how to sort items into groups and identify the total number of items in each group.

Key Concepts

Review: Last number counted
Sort

Materials Needed

Crayons, pencils, scissors, glue —4 of each

Basket

BEGIN: We are learning that when we count, the last number we count tells how many we have. Let's count our fingers.

[*Lead children as you count your fingers, moving each finger as you count.*]

How many fingers do we have? How do we know?

EXPLAIN: Today we are going to sort some things. Remember, when we sort things, we put them into different groups. Let's look at some items in our basket. There are crayons, pencils, scissors, and glue.

Let's put each item into a group.

ACT: [*Demonstrate how to sort one or two items. Pass the basket from child to child. Invite each child to take one item out of the basket and say where (which group) the item should be placed. Encourage the child to put the item in its appropriate group. Occasionally offer a reminder of the sorting process. Example: "Treshawn picked a pencil. He put the pencil in the group with all of the other pencils."*]

EXPLAIN: Now let's count how many are in each of the four groups we have made. We know the last number we count tells us how many items are in a group.

[*Invite children to join you in counting the number of items in each group. Touch or hold up each item as you count. After you've counted each group, ask "How many?"*]



Remember, the last number we say is the number of items that are in the group.

I am going to hold up some fingers on my hand. Please say how many fingers I am holding up.

[*Count each finger as you hold up 1–10 fingers. Ask children to tell "how many." Repeat several times with different amounts. Be sure to count out loud as you hold up each finger.*]

ASK: How do we know how many fingers I held up? (last number counted tells how many)

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WEEK 11

DAY 3

Counting Things *continued*

123 Mathematics

RECAP: Today we practiced sorting items and counting to find out how many items were in each group. We know that the last number we say when we count tells us how many are in the group.

Scaffolding Tips

Extra support ■ Invite children to hold up the items in a group as children count the items out loud (one child per group of items). ■ The sorting task may be simplified by using two or three groups and items of high contrast. Example: crayons and scissors.

Enrichment ■ Can children think of other ways to sort the items? (by color, size, etc.)

123 Center Activity

Supply a basket of small items, such as play food, manipulatives, small toys, etc. Encourage children to sort the items by color and then count how many are in each group.

Family Child Care

For mixed-aged groups use two baskets of items. One basket can contain 1–5 of each item, and the other basket can contain larger numbers of items. Invite each group to take turns sorting and counting.

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WEEK 11

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

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

Key Concepts

Review: Sad

Materials Needed

*Things That Make Us Feel Better poster

Sad Feeling Face prepared for Day 2

*Printables provided

Optional Reading

Countdown 'til Daddy Comes Home by Kristin Ayyar

BEGIN: [*Display sad Feeling Face.*]

Yesterday we made Feeling Faces and talked about what it means to feel sad. Can you make a sad face?

EXPLAIN: Remember, when we are sad we sometimes have a frown on our face, or we may cry.

Our body might hurt inside when we are sad. Sometimes we get a stomachache when we are sad. Sometimes we have a hard time calming our mind or relaxing our body when we are sad.

We can feel sad for many different reasons. One of the times we may feel really sad is when a parent or family member goes away for a while. It's hard to wait for our family member to come home. But there are things we can do to help us feel better.



Today we are going to talk about some ways we can feel better when a parent or family member is away for a while. I have a poster that shows us some things that might help us when we are feeling sad. Notice there is a friendly fox on our poster.

[*Display Things That Make Us Feel Better poster.*]

Let's look at the things the fox is doing on this poster and talk about how they can make us feel better when we are sad.

Our friendly fox is doing things with its body to feel better.

ACT: [*Point to each "move our body" picture and ask the following questions.*]

- What is the fox doing in this picture?
- Have you ever done what the fox is doing in the picture to help you feel better when you were sad? Tell us about it.

Our friendly fox is doing quiet things to feel better.

[*Point to "do quiet things" pictures and ask the following questions.*]

- What kinds of quiet things is the fox doing?

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Understanding Feelings *continued*

Social-Emotional

- Have you ever done what the fox is doing in the picture to help you feel better when you were sad? Tell us about it.

[*Point to "be with others" pictures.*]

- What is the fox doing in these pictures?
- Have you ever done what the fox is doing in the picture to help you feel better when you were sad? Tell us about it.

RECAP: There are different reasons we may feel sad. We can be very sad when a parent or family member is away for a while. The friendly fox on our poster showed us many things we can do to help us feel better when we are sad. I will hang this poster in the room to help us remember the kinds of things we can do to help us feel better when we are sad.

Scaffolding Tips

Extra support ■ If children have difficulty expressing how an activity might make them feel better when they are sad, help with vocabulary if necessary.

Enrichment ■ Invite children to draw a picture of something they do to feel better when they feel sad.

Center Activity

Provide puppets or toy people figures and the *Things That Make Us Feel Better poster used in today's activity. Invite children to role play what it is like to feel sad and then what to do to feel better, using one or more strategies shown on the poster.

*Printables provided

Family Child Care

If a child or children in your care are experiencing the deployment of a family member, read age-appropriate books related to this situation. Some include: *When I Miss You* by Cornelia Maude Spelman and *Brave Like Me* by Barbara Kerley. Invite children to role play the different ways to feel better listed on the poster. School-age children may enjoy making up short stories about feeling sad and using one of the suggestions on the poster. Example: "Once upon a time there was a little boy who missed his mom. She went on a long trip and he was sad. He liked to sit on his bed and look at books that his mom liked to read to him. This made him feel better."

The Things That Make Us Feel Better poster was adapted with permission from: Families Overcoming Under Stress (FOCUS), University of California, Los Angeles Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles.

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WEEK 11

DAY 3

Creating Dance

Creative Expression

3-5 YEARS

Small Group

Skill and Goal

Skills that support creative expression

Children will strengthen their understanding of movements in dance.

Key Concepts

New: Jump
Glide
Spin

Review: Movement
Hop

Materials Needed

*Activity cube (see Be Prepared)

Also Promotes

Physical/Health

Self-Regulation

*Printables provided

Be Prepared: Cut out and fold the provided printable activity cube. You may wish to make a second cube for use in a suggested Enrichment tip. Sturdier cubes with pockets for pictures may be available commercially.

Looking Ahead: Inviting a person who plays a musical instrument to visit your classroom for the Creative Expression activity in Week 16, Day 3 will enrich children's experiences. Also, consider securing a musical instrument(s) for enhancing the Creative Expression activities in Week 16, Day 3 and Week 17, Days 1, 2, and 3.



BEGIN: We are learning many different movements that can be used in dance. What is a movement? (something we do with our body to make it move)

EXPLAIN: Today we will play a game with an activity cube to learn some new movements.

[*Display activity cube.*]

This is called an activity cube. The cube has pictures of different movements. There also is a word next to the picture that tells the name of the movement. I can help you figure out what the word says, if you want.



Let's look at each of the pictures on our activity cube. We already know some of the movements.

ACT: [*Display the cube's illustration of bend.*]

We know this movement. What is this movement? (bend) Everyone show us how to bend.

[*Display the cube's illustration of stretch.*]

This shows another movement we know. What is the movement? (stretch) Let's all stretch.

Let's look at some other pictures on our cube.

[*Display the cube's illustration of jump.*]

This picture shows a jump movement. Watch me as I jump.

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Creating Dance *continued*

[*Demonstrate jump.*]

When we **jump**, we use both feet to go up and then down in the air. We land on both feet. Now let's all jump!

[*Encourage children to join you as you jump several times.*

Display the cube's illustration of hop.]

This is a picture of a hop movement. Watch me as I hop.

[*Demonstrate hop.*]

We know that when we hop, we use one foot at a time and go up and down in the air. We can also change feet while we hop. Now let's all hop!

[*Encourage children to join you as you hop.*

Display the cube's illustration of glide.]

This is a picture of a glide movement. Watch me as I glide.

[*Demonstrate glide.*]

When we **glide**, we move our bodies to the side slowly and smoothly. Now let's all glide!

[*Encourage children to join you as you glide.*

Display the cube's illustration of spin.]

This is a picture of a spin movement. Watch me as I spin.

[*Demonstrate spin.*]

When we **spin**, we turn our bodies around and around, but not too fast! Now let's all spin!

[*Encourage children to join you as you spin.*]

EXPLAIN: We will take turns rolling the cube when we play our game. When the cube stops, a picture of one of the movements will be on top of the cube. Whoever rolled the cube will tell us the name of the movement and then remind us of how to do the movement. Then we will do the movement together! I'll roll first and show you how we play.

ACT: [*Demonstrate how to roll the cube and wait for it to stop. Look at the picture that is on top of the cube. Say the name of the movement and show the picture to children. Then demonstrate the movement as you encourage children to join you.*

Invite children to take turns rolling the cube and demonstrating the movement that is on the top of the cube. Encourage all children to do the movement.]

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WEEK 11

DAY 3

Creating Dance *continued*

Creative Expression

RECAP: Today we learned more movements. Artists use movements to move their bodies when they dance. Let's all take a bow to celebrate all of the movements we have learned and practiced this week!

Scaffolding Tips

Extra support ■ Children may need your assistance in identifying the movement that landed on top of the cube and/or demonstrating it. ■ Point to and describe the position of body parts shown in an illustration, especially those directly involved in the movement. You also may want to point to and name other parts, such as head and arms.

Enrichment ■ Encourage children to roll the cube two times in a row and then do the two movements in sequence. Example: Child rolls "spin" and then rolls "bend." Child will spin and then bend. ■ Provide a cube to each of two children to roll at the same time (two cubes required). Invite children to choose which movement they want to do.

Center Activity

Provide a CD player and music along with the *activity cube. Encourage children to continue playing with the cube. Invite children to do the movements to the music. Some children may wish to put together a brief dance routine using some of the movements represented on the cube.

*Printables provided

Family Child Care

Encourage school-age children to teach younger children dance movements they may know. Invite all children to have a dance party!

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WEEK 11

DAY 4

Understanding Sounds

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will strengthen their understanding of rhyming words.

Key Concepts

Review: Rhyme

Materials Needed

none

Be Prepared: You may wish to supplement today's "Willoughby activity with one of the follow-up activities suggested at the end of Day 2 of this week. Use the results of your assessment on Day 2 to guide your decision. For example, if most or many children are able to independently blend and/or segment compound words, select one or more of the "Reinforce" activities. Or if most or many children were able to blend and/or segment compound words with assistance, select one or more of the "Review" activities.

BEGIN: Today we will learn a fun rhyming game. Remember, when words rhyme they sound alike at the end.

EXPLAIN: Our game is called "Willoughby, Wallaby." Listen as I say the rhyme.

[*Say the rhyme slowly as you emphasize its rhyming words.*]

Willoughby, wallaby, wee,
An elephant sat on me.
Willoughby, wallaby, woo,
An elephant sat on you.

ASK: What rhyming words did you hear? (wee, me, woo, you)

ACT: Now we will use our own names in the rhyme. Listen carefully as I use _____'s name.

[*Say the rhyme again while inserting a child's name. Example: "Willoughby, wallaby, wisa, an elephant sat on Lisa." Keep in mind that a rhyming word may fit more than one child's name. Examples: "wustin" rhymes with both Dustin and Justin; "werry" rhymes with both Mary and Kerry.*]

Let's try the rhyme and use each person's name! I will begin the rhyme and you decide which name the word rhymes with.

[*Say the first part of the rhyme with a word that begins with W and rhymes with a child's name. Example: "Willoughby, wallaby, werry, an elephant sat on _____." Before you say the name, ask children to determine which child's name rhymes with "werry." Continue until you've said the rhyme in a way that rhymes with each child's name.*]

RECAP: Today we played a rhyming game. Whose name rhymes with _____? Whose name rhymes with _____?

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WEEK 11

DAY 4

Understanding Sounds *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children have difficulty determining the name that rhymes with the word, say the line again while emphasizing the W word.

Enrichment ■ Say a word and ask children if they can think of a word that rhymes. Example: "What rhymes with 'book'?"

Center Activity

Encourage children to continue playing "Willoughby, Wallaby."

Family Child Care

Encourage all children to play a rhyming game as you get ready to play outside. Example: "If your name rhymes with banana (Hannah) you may put on your coat."

The rhyming activity is informed by: Lee, D., & Miyata, L. (1976). Willoughby wallaby woo. [Recorded by Raffi Cavoukian]. On *Singable songs for the very young: Great with a peanut-butter sandwich* [CD]. Burlington, MA: Rounder Records.

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WEEK 11

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand how to stop counting when they reach a target number.

Key Concepts

Review: Count

Materials Needed

Counters—10 per child

Optional Reading

Ten Little Ladybugs
by Melanie Gerth

BEGIN: Today we will practice counting in a different way. I am going to give each of you a group of circles (counters). Please count the circles to find out how many you have.

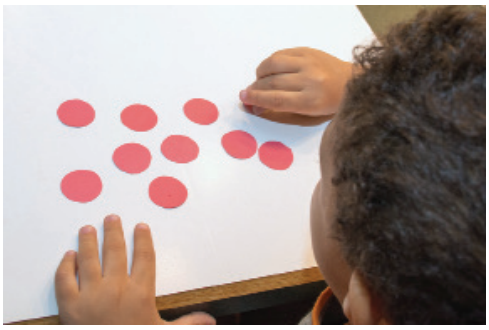
[*Give each child a group of 10 counters. Encourage children to touch each counter as they count.*]

ACT: I am going to say a number. Please put that many circles in a group. Let me show you how.

[*Say the number three, and then count out three counters. Say out loud a number each time you move a counter. Place the three counters in a group.*]

Now I have three circles in my group.

I needed three circles to make a group of three. I stopped counting when I got to three. I did not need the rest of the circles to make my group of three.



Now I will say a different number. Please count out that many circles. Say a number out loud each time you move a circle.

- [*Begin with a small number.*
- *When all children have made the given group, invite them to say together the number of counters in their group.*
- *Then ask children to combine the used and unused counters.*
- *Give another number to count out.*]

Let's hold up five fingers. Please use the pointer finger on your other hand to point to two of the five fingers you are holding up. Let's count out loud while we point to two fingers.

Now let's keep holding up our fingers on one hand. Please use the pointer finger on your other hand to point to four of the five fingers you are holding up. Let's count again out loud while we point to four fingers.

RECAP: I said a number and each of you counted out the same number of circles. Did we need all of our circles for each group? (no) We also counted to a certain number of our fingers. Did we count all of the fingers on our hand? (no)

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Use your own hands/fingers to demonstrate how to use a pointer finger on one hand to count the specified number of fingers on the other hand. Children may benefit from a reminder to keep holding up all five fingers while they count. Lead children in counting out loud as they count two (and then four) fingers.

Enrichment ■ Use a higher target number (up to 10) for the counter counting activity. ■ Ask children to hold up 10 fingers. Offer a number greater than five for them to count to.

123 Center Activity

In the block center, encourage children to make towers. How many blocks are in their tower?

Family Child Care

Take children outside. Find a small group of items (rocks, twigs) and ask children to count how many are in the group. How do they know? Encourage older children to find larger numbers of items.

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WEEK 11

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large/Small Group

Be Prepared: Beginning today, use non-glossy tissue boxes or shoeboxes donated by families (see Week 9, Day 4). If there is an insufficient supply, consider adapting the activity for use with a smaller number of slightly larger plain cardboard boxes, with several children contributing to work on each box. Set out art materials children can use to make a home. Also, please take steps to secure temporary storage space for the boxes. You may wish to do this activity with smaller groups of children. This activity will require adult help.

Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding that homes are unique.

Key Concepts

Review: Home

Materials Needed

Boxes (see Be Prepared)

Art materials (see activity plan)

*3 pictures as shown

Also Promotes

Creative Expression

*Printables provided

Optional Reading

If I Built a House by Chris Van Dusen

BEGIN: We are learning about our homes and how they are the same and different. Remember, a home is the place where someone lives. Today each of us will begin making a home with shoeboxes.

Each of the homes we make will be unique because we may have different ideas about what a home should look like.

ASK: Let's talk about what our shoebox homes might look like.

- What color would you like your home to be?
- Will your home have windows?
- Will your shoebox home have doors?

EXPLAIN: Here are pictures of what a shoebox home might look like.

[*Display pictures and describe characteristics of each home, including the roof.*]







You can make your shoebox home to look the way you want. Our pictures offer some ideas.

ACT: You can use any of the art materials that have been set out for this activity. You can cover your home with paper or color it. You can draw doors and windows on your home and add anything else you'd like!

[*Draw children's attention to paper, markers, glue, tape, child-sized scissors, crayons, and any other supplies that they might be able to use. Children may wish to use paper to make a pitched roof. Make photos available. This activity can be continued on Day 5 and during center time if children need additional time. Help children decorate their homes as appropriate.*]

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WEEK 11

DAY 4

Exploring Where We Live *continued*

Social Studies

RECAP: Today we began making a home! We will share our homes when they are all finished. None of our homes is the same. Why are the homes different? (each of us has an idea of what a home should look like)

Scaffolding Tips

Extra support ■ If a child wishes to create his/her own home, consider encouraging families to provide a picture of the outside of their home for their child's use. ■ Help children with cutting and gluing as necessary. ■ Ask questions about the home a child would like to make to help the child better focus on its characteristics.

Enrichment ■ If children finish their shoebox home, encourage them to add additional characteristics to their home, such as drawing flowers or things that might be seen through the windows.

Center Activity

Provide materials used to make shoebox homes so children may continue to work on their home.

Family Child Care

Invite children to work together to make a model of your home. Discuss items to include. Example: What is special about the outside of your home? How many windows do you have? This model can be made from a larger size box to make it easier for multiple children to work on it at one time.

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WEEK 11

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand the importance of teeth.

Key Concepts

New: Teeth

Materials Needed

*1 picture as shown or plastic model of teeth

*Printables provided

BEGIN: We are learning how to keep ourselves healthy. Who can remember a way we can stop germs from spreading? (wash hands, use a tissue when sneezing) Today we are going to talk about another part of our bodies that helps us keep healthy.

EXPLAIN: [*Display a picture or model of teeth.*]



ASK:

- What body part is shown in this picture? (teeth)
- What do we do with our teeth? (eat, chew)

[*Encourage children to pretend they are chewing food.*]

EXPLAIN: **Teeth** are the hard white objects in our mouth that are used for biting and chewing. Some of our teeth are larger or have sharp edges for biting through food.

[*Point to two front teeth and a sharp tooth in picture or model of teeth.*]

Our teeth also help us to talk! Our teeth help our tongue and our lips make sounds.

Let's say a sentence and pay attention to how our tongue touches our teeth when we talk. I will say the sentence. Then all of us can say the sentence together.

"Danny didn't do the dishes."

[*Encourage children to say the sentence slowly so they can feel their tongue touching their teeth.*]

ASK: Do you feel your tongue touch your teeth?

RECAP: Our teeth help us eat. They help us make sounds when we talk. Teeth are an important part of our body. Let's all show a big smile. Maybe we will see some teeth!

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WEEK 11

DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ If children have difficulty understanding different sizes and shapes of teeth, encourage them to use a mirror to look at their own teeth. Provide a handheld (or small dental) mirror, if possible. Help children find the teeth that have flat edges. Encourage children to say "Danny didn't do the dishes" several times to provide more opportunity to feel their tongue touch their teeth to make a sound.

Enrichment ■ Encourage children to think about the kinds of food we can eat if we have no teeth.

Center Activity

Provide unbreakable handheld mirrors or other teeth-related materials for children to explore. As children are looking at the materials, talk to them about what they are looking at and point out any differences in the size and shape of the teeth. If you have any materials showing animal teeth, point out any differences between the teeth of the animal and human teeth.

Family Child Care

If there are children of different ages in your setting (including infants), engage children in discussion of how the teeth of a baby are different than the teeth of someone who is three or four years old; or 10 or 11 years old. Older children may like to share stories about when their first tooth fell out.

This activity is informed by the following source: American Dental Association Mouth Healthy Kids. (n.d.). Smile start dental health curriculum. Retrieved from http://www.mouthhealthykids.org/en/educators/smile-smarts-dental-health-curriculum/?source=promospots&content=widget&medium=smilestarts

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WEEK 11

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter A card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display the letter A card.*]

- What is the name of this letter?
- Pop up if you have the letter A in your name!

A a

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 11

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding of how to find the number of items in a group.

Key Concepts

Review: Last number counted

Materials Needed

*Large star cards used on Day 1

10 blocks (preferably the same size)

*Printables provided

Optional Reading

Anno's Counting Book by Mitsumasa Anno

BEGIN: This week we are practicing how to find out how many items are in a group.

EXPLAIN: We practiced counting the number of stars on different cards. We know that when we count a group of items, the last number we count tells how many we have. Let's practice with the cards again. I will hold up a card and you say how many stars are on the card.

ACT: [*Practice with several star cards. Display card and point to each star as children count in unison. Do not say the numbers unless children need this assistance. Once children have counted the stars correctly, ask, "How many stars are on the card? How do you know?" Emphasize that the last number counted is the number of stars on the card.*]

EXPLAIN: We also played a game with circles on the floor. I said a number and you stepped on/in the circles while counting to the number I said. You stopped counting when you got to the number I said.

ACT: Let's stomp five times.

How did we know when to stop stomping? (when we got to five)

Let's clap our hands three times.

How did we know when to stop clapping? (when we got to three)

[*Display a group of 2–10 blocks.*]

Let's count this group of blocks to see how many there are.

[*Point to each block as children count out loud. Do not say the numbers unless children need this assistance.*]

Now I'm going to change the number of blocks.

[*Display a <u>different</u> group of 2–10 blocks.*]

Let's count this group of blocks to see how many are in the group.

I have a group of 10 blocks.

- Who would like to count out a group of three from the 10 blocks?



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Counting Things *continued*

[*Invite a volunteer child to count three blocks from the group of 10 blocks.*]

- Who would like to count out a group of seven from the 10 blocks?

  [*Invite a different volunteer child to count seven blocks from the group of 10 blocks.*]

RECAP: This week we learned more about counting. We know that when we count a group of items, the last number we count tells how many we have.

Ten Butterflies

(*Sing to the tune of "Mary Had a Little Lamb"*)

One, two, three, four, five butterflies,
Five butterflies, five butterflies.
One, two, three, four, five butterflies,
Flying all around.
Six, seven, eight, nine, ten butterflies,
Ten butterflies, ten butterflies.
Six, seven, eight, nine, ten butterflies
Fluttering to the ground!

[*If time permits, invite children to join you in singing the "Ten Butterflies" song.*]

Scaffolding Tips

Extra support ■ If children have trouble stomping (or clapping) the number of times you say, count out loud and stomp (or clap) slowly. Invite children to repeat your example by counting out loud each stomp (or clap).

Enrichment ■ Invite several children to take turns in determining and saying how many of the 10 blocks to count out.

123 Center Activity

Provide children with a board game to play. Many board games for preschool children help them learn how to count items. Examples include *Hi Ho Cherry-O®*, *Chutes and Ladders®*, *Sorry®*, and *Count Your Chickens®*.

Family Child Care

Provide children with a snack that can be counted, such as crackers or cereal. Invite them to make groups of 1–10 with their snack.

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WEEK 11

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding that homes are unique.

Key Concepts

Review: Home

Materials Needed

Children's shoebox homes

Art materials provided on Day 4

*3 pictures as shown

*Printables provided

Looking Ahead: Take or secure photographs of the neighborhood in which your center is located or a neighborhood that will be familiar to many children. The pictures can be used as an alternative to ELM-provided pictures in Week 13, Day 5 to help children understand the concept of neighborhood. These pictures can also be used in Week 14 as an aid in creating small box versions of neighborhood places.

BEGIN: Yesterday each of us began making a shoebox home. Who would like to tell us something you've included in your shoebox home? (door, windows, roof, etc.)

EXPLAIN: Today we will continue working on our shoebox homes. If you finished your home yesterday, today you can add some more items to the outside of your home. You may want to add a tree or bushes or maybe a porch to the front of your home.

ASK: What are some things you could add to your shoebox home? (curtains in the windows, a chimney, grass in the front, mailbox, flowers, etc.)

ACT: [*Provide materials available on Day 4. This activity will continue to require adult help.*]







RECAP: Our homes will be put on display in our classroom and next week we will share our shoebox homes!

[*Put children's names on their homes and display them in the room. The homes will be used again in Week 12.*]

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WEEK 11

DAY 5

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Help children with cutting and gluing as necessary. ■ Give suggestions for details children may like to add to their shoebox home, if necessary.

Enrichment ■ Encourage children who have finished to offer help to those still working. Children who have finished their homes can offer ideas and guidance on possible additions.

Center Activity

Provide materials used to make shoebox homes so children may continue to work on their home.

Family Child Care

Take children outside to look at the details of your own home. What things do they see when they look at the front of your home? (flowerboxes, sidewalk, window in the front door, etc.) This may help children think of additional details to add to their shoebox home. Older children may enjoy making a home from clay or play dough as younger children make "homes" with sheets or blankets.

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WEEK 11

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand how to keep teeth healthy by brushing.

Key Concepts

New: Cavity

Review: Germs

Materials Needed

Toothbrush

*4 pictures as shown

Also Promotes

Language/Literacy

*Printables provided

Be Prepared: You may wish to arrange for a dental professional to visit your classroom today, or in the near future, to demonstrate how to brush teeth. In addition to receiving expert information, children will benefit from positive contact with a community helper devoted to good dental care. The activity plan offered below provides an overview of key parts of toothbrushing. It assumes adults (center staff or family members) place toothpaste on a young child's brush.

BEGIN: Do you like to eat? What important part of our body helps us eat? (teeth)



[*Display picture of child's teeth.*]

Yesterday we talked about how our teeth help us eat. Today we will learn how to keep our teeth healthy.

EXPLAIN: Our teeth get dirty when we eat. Some types of food stick to our teeth when we bite and chew. Sometimes parts of the food get stuck between our teeth. We cannot see all of the dirt that gets on our teeth. There are germs in our mouth and on our teeth. Remember, germs are very small things that can make our bodies sick. We cannot see germs.

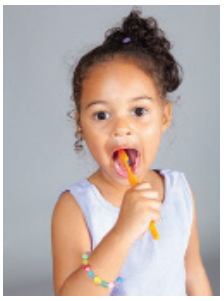
ASK:

- What do we do when part of our body or all of our body gets dirty? (wash it, take a shower or bath)
- What do we do to keep our teeth clean? (brush them)



EXPLAIN: [*Display toothbrush.*]

We use a toothbrush to keep our teeth clean. There is a certain way to use a toothbrush.



[*Display the pertinent picture when you describe each of the steps.*]

- We hold our toothbrush sideways against our teeth.
- Then we move the brush gently on our teeth. We move the brush back and forth on our teeth. We do not push hard on our brush. We push gently on the brush. We brush all of the teeth in our mouth, not just the teeth in front.
- We brush the tops of our teeth.
- We brush the back side of our teeth.
- We spit out the toothpaste.



ASK: When do we brush our teeth in our classroom?

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WEEK 11 DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

EXPLAIN: We should brush our teeth after we eat. Brushing keeps our teeth healthy. If we do not get the dirt off our teeth, the germs on our teeth may make a little hole in a tooth. This little hole is called a **cavity**. A cavity will make a tooth weaker. Sometimes a cavity makes our tooth hurt. We go to a dentist to get a cavity filled.

Brushing our teeth is a routine. We know that a routine is the order in which we do things. We do things in a certain order when we sneeze. We do things in a certain order when we wash our hands. Today we talked about a routine we can use for brushing our teeth.

RECAP: [*Display the four pictures of toothbrushing in the wrong order.*]

Are these pictures of how we brush our teeth in the correct order? (no) What pictures need to be moved so the routine of brushing our teeth is in the right order?

Scaffolding Tips

Extra support ■ Invite children to use their finger to point to the areas of their mouth shown in the pictures of toothbrushing. ■ Encourage children to smile. Talk about the teeth they see in someone's mouth. Explain there are teeth in the back of the mouth we do not see when someone smiles. These teeth need to be cleaned also.

Enrichment ■ Encourage children to think about foods that might make their teeth extra "dirty" or get caught between their teeth. Ask questions, such as: "Can you think of a fruit with seeds? If you eat the seeds, could any of these get caught in your teeth?" ■ Point to and describe the gums of a mouth. Explain that **gums** are the pink part of our mouth that holds our teeth. The gums cover a bone in our mouth. We might hurt the gums of our mouth if we push too hard on our toothbrush when we brush. We protect the gums of our teeth by brushing gently. ■ Explain there is a special thread we use to clean between our teeth. It is called dental floss. Dental floss helps us get rid of germs on our teeth we cannot see. Dental floss also helps us remove parts of food that get stuck between our teeth. Most young children need an adult to help them use dental floss on their teeth.

Center Activity

Provide the *three pictures of steps in brushing our teeth. Encourage children to put the pictures in the correct order. Also, if you describe dental floss as part of the activity (see Enrichment tip), provide a few large Duplo® blocks, play dough, and some yarn for children to create a flossing simulation. Place small amounts of play dough in spaces between the "studs" of the Duplo®. Encourage children to use the yarn to remove the pieces of "food."

*Printables provided

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Staying Healthy and Safe *continued*

Family Child Care

Consider taking children to a dental clinic for a visit that includes a talk with a dental hygienist about care of teeth.

American Dental Association Mouth Healthy. (n.d.). How to brush. Retrieved from http://www.mouthhealthy.org/~/media/MouthHealthy/Files/Kids_Section/ADAHowToBrush_Eng.pdf?la=en

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WEEK 12 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Review how to identify, name, and say the sound of letters B, C, O, A (Days 1–5)

Mathematics

Counting Things

- The last number we count tells us how many we have (Days 1, 5)
- How to make a group of a given number of items (Days 2–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening (Day 1)
  - *Sleeping, Sleeping, All the Children Are Sleeping* game

Social-Emotional

Understanding Feelings

- When we are angry we feel bad inside (Day 2)
- Different ways to manage our angry feeling (Days 2–3)

Social Studies

Exploring Where We Live

- Playing with and/or describing our unique shoebox homes (Day 4)
- Describing shapes in our shoebox home (Day 5)

Science

Exploring Living Things

- Living things need food (Day 1)
- Living things need air (Day 2)
- Living things grow and make others like themselves (Day 3)

Physical/ Health

Staying Healthy and Safe

- How to use our muscles to move parts of our bodies (Day 4)
- How exercise can keep our muscles strong and healthy (Day 5)

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WEEK 12

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also say the sounds of letters B and C.

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Sentence

Materials Needed

*Letter B card

*Letter C card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: Brief sentences are used in Days 1, 3, and 5 as opportunities for children to identify letters, especially lowercase letters. The sentences suggested in each plan focus on recent content in Self-Regulation, Social-Emotional, or Social Studies. You may wish to prepare a different set of sentences related to some aspect of your classroom's current activities. If you prepare your own sentence, be sure to include the set of letters being reviewed this week (in words that use the letter sound introduced in the curriculum), including short vowel sounds. There are opportunities later in the curriculum to introduce other sounds of letters, including long vowel sounds.

The second segment of the plan is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's practice finding letters we know by looking for them in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

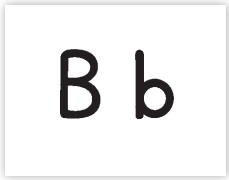
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

We can be friendly to others.]

We want to find lowercase letters b and c in our sentence. Let's begin with the letter b.

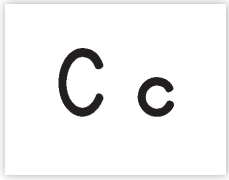
[*Display letter card B. Point to the lowercase b on the card.*

Encourage a volunteer child to look for and point to a lowercase letter b in the sentence as you display the B letter card.]



What sound does the letter B make?

Yes! Letter B says /b/. Let's together say the sound of the letter B: /b/.



[*Repeat the above procedure with the letter c.*]

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*

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WEEK 12

DAY 1

Understanding Words *continued*

Language/ Literacy

- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 12

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

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

Key Concepts

Review: Rhyme
Last number counted

Materials Needed

Counters—up to 6 per child

Also Promotes

Language/Literacy

BEGIN: Let's learn a counting rhyme. We know that when words rhyme, they sound alike at the end. Our counting rhyme will have rhyming words. Have you ever heard of the rhyme "One, Two, Buckle My Shoe"?

[*Say the rhyme "One, Two, Buckle My Shoe." Emphasize each number and hold up a finger for each number if this would be helpful to children. Then invite children to say the rhyme with you several times.*]



One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A good fat hen.

ACT: I am going to give each of you a group of circles (counters). Please lay out the circles in front of you.

[*Give each child a group of 1–6 counters. Help set out counters as necessary.*]

Count how many circles you have. Remember, the last number we count is the number of circles in our group. You may not have the same number of circles as your neighbor.

[*Observe and listen as children count their counters. Help as necessary.*]

I wonder who has three circles in their group. Please raise your hand if you have three circles in your group.

[*Encourage all children who raise their hands to count the number of counters in their group in unison while pointing to each counter.*

Repeat this procedure with numbers 1, 2, 4, 5, and 6 in random order. The intent is for all children to have an opportunity to raise their hand and join others in counting aloud the counters in their individual group.]

RECAP: Today we practiced counting a group of circles. The last number we count is the number of circles in our group.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Give a smaller number of counters to children who are learning how to make groups. ■ If there are children who do not raise their hand when their number is said, encourage them to join others who raised their hand in counting their group of counters.

Enrichment ■ Promote children's rhyming skills by emphasizing and drawing attention to rhyming words in "One, Two, Buckle My Shoe."

123 Center Activity

Supply play dough and one die. Invite children to take turns rolling the die and saying the number on the die. Encourage children to make the same number of balls from their play dough.

Family Child Care

Encourage older children in your setting to add the number of counters in two groups. Then encourage children to subtract a smaller group of counters from a larger group of counters.

Source of One, Two, Buckle My Shoe nursery rhyme: Bolton, H. C. (1888). *The counting-out rhymes of children: Their antiquity, origin, and wide distribution: A study in folklore.* London: E. Stock.

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WEEK 12

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

Children will regulate their behaviors in response to different oral prompts.

Key Concepts

Review: Focus

Materials Needed

2 colored circles (see Enrichment tip)

2 animal pictures (see Enrichment tip)

Be Prepared: If time permits, offer *The Freeze Game* from Week 9, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *The Freeze Game* from Week 9, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: We are learning games that help us focus on what we are expected to do. What does it mean to focus on something? (concentrate on it)

EXPLAIN: Today we will play another game! Our game is called *Sleeping, Sleeping, All the Children Are Sleeping*.

ASK: What do you think we might do during this game?

ACT: We will begin this game by pretending we are sleeping on the floor. I will sing a song while we pretend to sleep. The song goes like this:

[*Sing the song to your own tune.*]

"Sleeping, sleeping, all the children are sleeping." Then I will say, "And when they woke up . . . they were _____!" Each time I say, "And when they woke up . . . they were _____" I will say a different animal. Let me show you first.

[*Invite a volunteer child or other adult to lie in a sleeping position. Begin to sing the song as the child or adult pretends to sleep. Sing the song a few times. Then say, "And when they woke up . . . they were monkeys!" Encourage the volunteer child or other adult to stand up and pretend to be a monkey.*]

Remember, we need to listen carefully because each time I will change the animal. Now let's try it together!

[*Play the game several times. Each time, begin by encouraging children to lie in a sleeping position. Each time you play the game, vary the number of times you sing the phrase. Name a different animal each time the children pretend to wake up. Examples: snake, bunny, frog, butterfly. After you've played several times, invite the children to sit together as a group when they "wake up." (rather than saying an animal)*]

RECAP: Today we played a new game. During the game it was very important to pay close attention.

- What part of our body did we use to focus during our game? (ears)
- During the game we moved like animals. What things changed during the game? (moved like different animals each time)
- What would happen if we didn't listen carefully during the game? (we wouldn't know which animal to pretend to be)

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WEEK 12
DAY 1

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ If children need additional assistance in remembering the sequence of steps for the game, act out each step with children. Example: Pretend to sleep and then get up and act out each animal said.

Enrichment ■ Invite children to try another rule change for *Sleeping, Sleeping*: Sing the song and when children wake they are different animals. Place animal pictures on colored circles that are held up.

Center Activity

Invite children to continue playing *Sleeping, Sleeping, All the Children Are Sleeping*. Encourage children to take turns singing the song.

Family Child Care

Encourage children in your setting to continue today's game as they play outdoors. Invite school-age children to sing the song and think of different animals to name as younger children pretend to sleep.

The *Sleeping, Sleeping, All the Children Are Sleeping* 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.

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WEEK 12

DAY 1

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand that living things need food.

Key Concepts

New: Living
Food
Root
Soil
Nutrient

Materials Needed

Book

*3 pictures as shown

*Printables provided

BEGIN: All of the children and adults in our classroom are living things. All of the people in our center (building) are living things. The people in our families and neighborhoods are living things. Animals and plants are living things. A **living** thing is something that is alive.

[*Display book.*]

This book is not a living thing.

ASK: What are some other things in our classrooms that are not alive? (chair, table, pictures on wall)

EXPLAIN: This week we will begin learning about living things. Today we will talk about how all living things need food. **Food** is what we eat and drink.

ASK: Most of us have breakfast every day. What other meals do you eat most every day? (lunch, dinner/supper, snacks)

[*Raise a finger on one of your hands for every meal or snack you say below.*]

EXPLAIN: We may eat and drink something five or more times a day. Many of us have breakfast, a morning snack, lunch, an afternoon snack, and dinner. That's five different times we eat and drink something every day.

ASK:

- What do you think our bodies would feel like if we ate only once a day? (hungry, tired)
- The books and chairs in our classroom do not need food. Why? (they are not living things)

EXPLAIN: Our bodies use the food we eat and drink to help us grow and do things. Animals and plants also need food to grow and do things.

Some of us may have a dog or cat or some other type of pet at home. One of the ways we take good care of a pet is to make sure it gets something to eat and drink.

Most animals that live outside need to find their own food.

[*Display pictures, one at a time, and engage children in a brief discussion of a wildcat eating meat off of a bone and a squirrel eating a plant.*]

Plants make their own food. They use their leaves and roots to get sunshine, water, and nutrients.



skepticalviewhttps/flickr/(CC BY-NC-ND 2.0)



Tambako The Jaguarhttps/flickr/(CC BY-ND 2.0)

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Exploring Living Things *continued*

Science

[*Display picture of plant root and soil.*]


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

A **root** is the part of a plant that is usually in the soil. **Soil** is the dirt we see on the ground or in a pot that a plant lives in. Our picture shows the root of a plant that has been dug from the soil. There are nutrients in the soil that help a plant make its own food. A **nutrient** is something that helps a living thing to grow. Soil can also hold water that a plant needs to live.

Plants that live outdoors can get sunlight from the sun. Plants that live indoors can get sunlight through a window. Sometimes a light is put above plants that live indoors.

ASK: How can plants get water? (rain, people watering them)

[*If your classroom maintains a nontoxic plant, show and describe the soil and the importance of water and sunlight for your plant.*]

RECAP: Are we living things? What else is a living thing? (animals, plants) We know that living things need food to grow and do things. Food is what living things eat and drink. We learned that plants make their own food by using sunlight, water, and nutrients in the soil. Nutrients help a living thing to grow. What is another word for soil? (dirt)

Scaffolding Tips

Extra support ■ In the discussion of pets, some children may like to talk about feeding experiences with pets. ■ Encourage children to name some items on your playground that are not living things. ■ Invite children to describe their experiences in watering a plant or tree.

Enrichment ■ Encourage children to name other living things in the classroom, if appropriate. (pets, insects) ■ Invite children to talk about how animals that live in a zoo get their food.

Center Activity

Provide toy animals and silk plants in the housekeeping center. Encourage children to pretend to feed and care for the animals and plants. As children play, invite them to describe why animals and plants need food. (they are living things)

Family Child Care

Encourage children to identify other living things in your setting. What makes it a living thing? Is a doll a living thing? How about fish or pets?

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WEEK 12

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify, name, and say the sounds of letters B, C, O, and A.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (B, C, O, A)—1 per child

*Letter B card

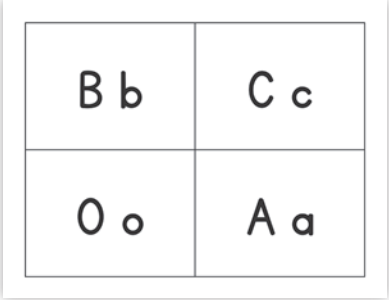
*Letter C card

*Letter O card

*Letter A card

*Printables provided

BEGIN: We are learning about letters. We know that a letter is a special mark used to make words. We know about letters B, C, O, and A.



[*Display letter cards B, C, O, and A. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase A and this is a lowercase a." After you name a letter, invite children to pop up if the letter is in their name.*]

EXPLAIN: Today we will use a letter mat to help us remember the letters we are learning.

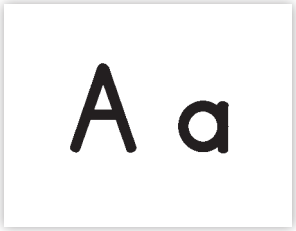
[*Display letter mat.*]

Our letter mat contains the uppercase and lowercase letters we have learned so far. We will each use our own letter mat for this activity.

ACT: [*Pass out a letter mat to each child.*]

I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.

[*Hold up letter card A.*]

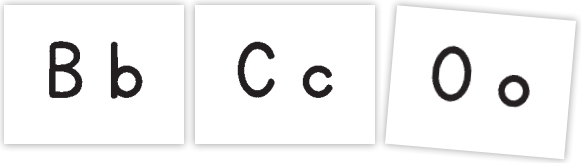


Let's find this letter on our letter mat.

[*Lead children in looking for, pointing to, and saying letter A on their letter mat. Explain how you found the letter A. Example: "This letter has two straight lines down and one straight line across. It looks just like the uppercase letter on our letter card."*]

The letter A says /a/. Let's together say the letter sound: /a/.

Now let's find another letter!



[*Hold up remaining letter cards, one at a time. Invite children to first point to the matching letter on their letter mat. Then ask children to repeat the letter name and the letter sound.*]

RECAP: Today we learned more about letters B, C, O, and A. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.

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WEEK 12

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: "We are looking for a letter with one straight line and two curved lines. Let's find a letter with a straight line and two curved lines like this one."

Enrichment ■ Encourage children to make each uppercase letter in the air with their finger.

Center Activity

Provide *letter cards B, C, O, A, and play dough. Encourage children to use the play dough to trace each letter. Extend the center activity by encouraging children to use the play dough to make the letters in their own name, if possible.

*Printables provided

Family Child Care

Hang *letter cards B, C, O, and A in random order on a wall. Turn off lights and invite volunteer children to use a flashlight to find a given letter. Example: "Fatou, please use the flashlight to find the letter A on our wall."

*Printables provided

This activity is informed by the following source: Piasta, S. B. & Wagner, R. K. (2009). Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. *Journal of Experimental Child Psychology*, 105, 324-344.

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WEEK 12

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand how to form a group of a given quantity.

Key Concepts

New: Trace

Review: High Five

Materials Needed

Your traced hand (see Be Prepared)

Paper—1 per child

Marker

Unifix® cubes—5 per child

*Set of small dot cards 1–5

*Printables provided

Be Prepared: Trace the fingers on one of your hands on a piece of paper to show as an example of what children are invited to do in the activity described below.

BEGIN: Let's all give someone a "High Five"!

EXPLAIN: We know that a "High Five" is a way to give someone a compliment. It is called a "High Five" because we put our fingers on one hand high in the air. Our hand has five fingers.

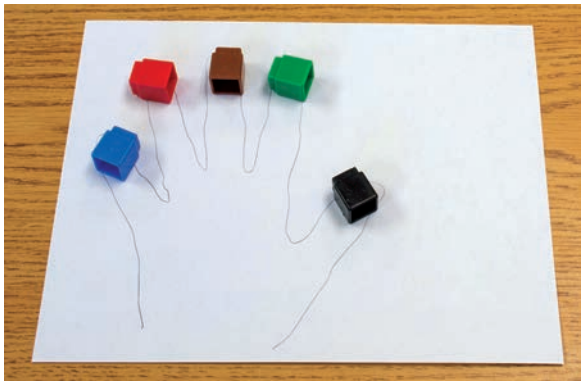
ASK:

- How could we give someone a "High Four"? (hold up four fingers and put hand up high) Let's try it!
- How could we give someone a "High Two"? (hold up two fingers and put hand up high) Let's try it!

EXPLAIN: Today we will trace the fingers on one of our hands on a piece of paper. Then we will use the fingers we traced on the paper to practice counting. The word **trace** means we draw the outline of something. We are going to draw the outline of the fingers on one of our hands. We know that a shape has an outline. Our hand also has an outline. Drawing the outline of the fingers on our hand is called tracing.

[*Display and briefly describe your traced hand.*]

ACT: [*Give each child a piece of paper. Help children trace each finger on one hand on the paper.*]



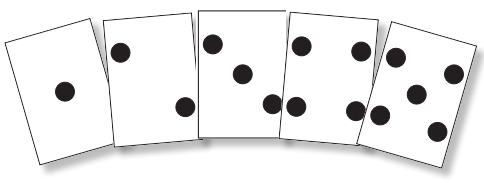
ASK: Now we have a drawing of our hand on our paper.

- How many fingers are on our traced hand?
- How do we know?

ACT: I am going to give each of you five cubes. When I give you the cubes, touch and count each one to be sure you have five.

[*Observe children as they count the cubes. Demonstrate how to touch each cube as you count, if appropriate.*

Display cards with dots.]



EXPLAIN: I have cards with different numbers of dots on them. I am going to mix up the cards and lay

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Counting Things *continued*

them on the table so we can't see the number of dots on each card. You will each get a turn to pick a card.

When you pick up a card, count the number of dots on your card and tell everyone to give you a "High _____." If your card has two dots, ask everyone to give you a "High Two."

Then everyone will put a cube on each of the same number of fingers of their traced hand. For a "High Two" each of us would put a cube on two of our traced fingers.

ACT: [*Demonstrate by picking a card. Hold up the card and say, "Give me a High ____." Show how to put one cube on each traced finger for the number of dots on the chosen card. Example: "If you drew a card with three dots, put a cube on each of three fingers of the traced hand." Remove the cubes from your traced hand at the end of your demonstration.*]

Now let's try it together, one at a time.

[*Invite children to take turns choosing a card and asking the others to give them a "High ____." Observe as children place a cube on each traced finger. When children have finished, encourage them to remove the cubes from their traced hand and return the card to a different pile on the table.*]

RECAP: Today we played a counting game. We picked a card and counted the number of dots on the card. Then all of us put cubes on the same number of fingers of our traced hand. We know how to give a "High Five," a "High Four," a "High Three," a "High Two," and a "High One"!

Scaffolding Tips

Extra support ■ In the opening segment, provide a demonstration of "High Five" (introduced in Social-Emotional Week 9, Day 2) if children seem uncertain about what to do. ■ If children are unsure of how many dots are on their card, point to each dot on their card or guide their finger to point to each dot as you count together. ■ The task of putting a cube on a specified number of fingers (based on number of dots on card) may be easier to do by adding one or both of the following steps after the number of dots is announced: (a) put one cube on each of the dots on the chosen card before moving the cubes to traced fingers, or (b) make a group of the specified number of cubes (separate from other cubes) and then put cubes on traced fingers.

Enrichment ■ Invite children to show a "High Ten" with their own hands.

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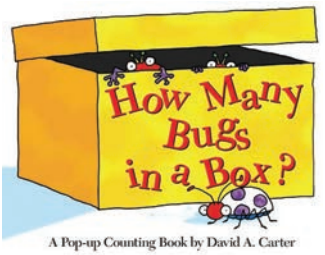
Counting Things *continued*

123 Center Activity

In the housekeeping center, encourage children to "cook" lunch for friends. Invite the friends (lunch guests) to ask for a certain number of items for lunch. Example: "I would like four things for lunch." Put the play food in a basket so children have opportunities to count out the number of items requested.

Family Child Care

Children in your setting will enjoy counting groups of insects as they listen to the book *How Many Bugs in a Box?* by David Carter. Invite school-age children to take turns reading pages in the book as younger children count aloud the groups of insects.



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WEEK 12

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel angry and how to positively manage their anger.

Key Concepts

New: Angry

Review: Solution

Materials Needed

The Way I Feel by Janan Cain

Turtle puppet

*Our Feelings poster

*2 pictures as shown (See Extra Support tip)

Also Promotes

Language/Literacy

Self-Regulation

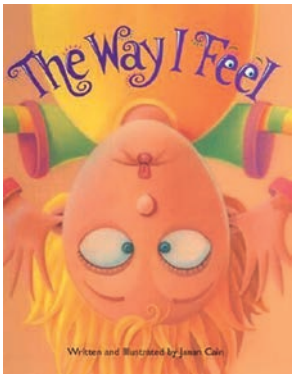
*Printables provided

Optional Reading

When I Feel Angry by Cornelia Maude Spelman

BEGIN: We are learning about different kinds of emotions. Today we will talk about feeling angry.

[*Read the page on feeling angry in The Way I Feel.*]



ASK: Have you ever felt angry?

EXPLAIN: Everyone can feel angry sometimes. We usually feel bad inside when we feel **angry**. We may feel upset and want to shout or maybe cry. Another word for angry is mad. Sometimes people say they are mad about something.

Let's all make an angry face!

ASK: What are some things that might make us feel angry? (someone taking a toy, not getting something at the store that we'd like, etc.)



EXPLAIN: We might feel angry if someone takes a toy away or if we don't get a turn to play a game we want to play.

ACT: Let's take a look at our poster and see if we can find the child who is feeling angry.

[*Discuss facial features that children associate with feeling angry.*]

EXPLAIN: Sometimes we want to do things we shouldn't do when we feel angry. We might want to hit, throw something, or say mean things that could hurt someone's feelings. Sometimes it's hard to calm down and feel better when we are angry.



ASK: Have you ever had a hard time calming down when you felt angry?

ACT: Today we are going to learn a way that we can deal with anger. I have a friend who is going to tell us about it.

[*Display a turtle puppet on your hand.*]

This is Tucker. He's a turtle. Sometimes Tucker gets angry just like us. He's going to tell us what he does when he feels angry.

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WEEK 12
DAY 2

Understanding Feelings *continued*

Social-Emotional



[*Illustrate the following story in your own words by using the puppet. Be animated in order to engage children's attention.*]

Hi! My name is Tucker. I go to a program just like you! I like to play with friends at my program. Do you have friends you like to play with?

Sometimes I feel angry when I am playing with my friends. One time one of my friends grabbed the toy I was playing with. I was so mad that I hit him. My friend cried when I hit him. I know I shouldn't have hit my friend but I was just so mad that I didn't know what else to do! Has that ever happened to you?

I don't want to hurt my friends when I get angry, so I learned a better way to handle myself when I feel mad. I learned a different way to "think like a turtle." I want to tell you about it!

Now the first thing I do when I feel angry is STOP what I am doing! I make sure to keep my hands, my body, and my yelling to myself.

Then I tuck my head into my shell and take three big breaths. This helps me to calm down. Watch me do it!

[*Demonstrate this with the puppet.*]

When I am tucked inside my shell, I can think of a better way to deal with my anger than hitting. I might need to stay tucked into my shell for a while so that I can calm down and think! I need a quiet mind so I can think about solutions to my problem. Remember, a solution is a way to solve a problem. When I have come up with a solution to my problem, then I come out of my shell.

[*Put down the puppet so children understand your voice is now your voice, not Tucker the Turtle talking.*]

Let's practice putting our head into our shell. Tucker will show us again how to go into our shell. First we stop what we are doing, then we tuck our head into our shell, and then we think about how to solve our problem. We can't actually tuck our heads in a shell though, right? When we tuck our heads we can just put our heads down. We can take three deep breaths, and maybe give ourselves a hug as we think about a better way to solve our problem.

When we have come up with a good solution, then we can come out of our shells.

[*Invite children to stand and join Tucker in practicing each step several times. Use the cues, "STOP," "TUCK," and "THINK" for each step.*]

Tomorrow we will learn some solutions to our problems that we can think about when we are tucked inside our shell! There are better ways to handle our anger than hitting someone, yelling at someone, or throwing things!

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WEEK 12

DAY 2

Understanding Feelings *continued*

Social-Emotional

RECAP: Today we talked about feeling angry. Let's all of us show an angry face!

Tucker the Turtle told us how we can think like a turtle and move our head into our shell when we feel angry. What did Tucker show us to do? (stop, tuck, think) Here is Tucker the Turtle. He can show us again!

[*Use puppet to demonstrate the three steps as you label each.*]

Being inside our shell gives us time to calm our mind and to think about ways to deal with feeling angry.

Scaffolding Tips

Extra support ■ If children are unsure what to do with their bodies as you practice STOP, TUCK, and THINK, demonstrate as you say each action word. ■ If children seem unfamiliar with how a turtle can use its shell for protection, display and describe the two provided pictures of a turtle. Point out how the turtle can pull its head and legs into the shell, and not move parts of its body. This is like Tucker the Turtle saying the first thing he does when he feels angry is to STOP! The turtle's shell is hard. The shell protects the turtle and gives the turtle a place to be calm.





Enrichment ■ Ask children to describe things they have done to feel better when they are angry.

Center Activity

Provide children with small blankets or pieces of cloth. Invite children to pretend to be Tucker the Turtle. Encourage children to use the blankets as their shell as they practice STOP, TUCK, and THINK like Tucker.

Family Child Care

Set up a small area in your setting for children to visit when they need to calm down. Place pillows, books, and a turtle puppet or stuffed animal in the area. Encourage children to visit the area and practice the "turtle technique" when they are feeling angry or need to calm down.

Numerous educational resources include the Turtle Technique. The Turtle Technique was originally described in the following source: Robin, A. L., Schneider, M., & Dolnick, M. (1976). The turtle technique: An extended case study of self-control in the classroom. *Psychology in the School*, *13*, 449-453.

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WEEK 12

DAY 2

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand that living things need air.

Key Concepts

New: Lungs

Review: Living
Breathe

Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We are learning about living things. We know that living things need food to grow and to do things.

- What things did you drink and eat today to keep your body strong and healthy?
- Did the chairs and tables in our classroom drink and eat anything today? Why not?

EXPLAIN: Today we will talk about how all living things need air. We know that air comes into and goes out of our body when we breathe.

The air we breathe goes into our lungs. **Lungs** move the air we breathe into the blood that flows through our body. Lungs are right behind our chest.

[*Point to your chest.*]

When we breathe in, our lungs fill with air and get bigger. When we breathe out, the air goes out of our lungs. Our lungs get smaller.

ACT: Let's all stand as tall as we can. Please put your hand on your chest. Now let's breathe in and out three times. Our hand will help us feel our lungs move when we breathe. Please take really deep breaths.

Did you feel your lungs move when you breathed in and out?

ASK: We breathe through our nose and our mouth.

- What else do we use our nose for? (smelling)
- What else do we use our mouth for? (tasting, eating, chewing, talking, singing)

EXPLAIN: [*Display picture of tiger.*]



Paul Buxton/flickr/(CC BY-NC-ND 2.0)

Many animals also have lungs that fill with air when they breathe. Here is a picture of a tiger. A tiger has lungs that fill with air when it breathes in.

[*Display picture of a fish and point to gills when described below.*]



Jonathan Cohen/flickr/(CC BY-NC 2.0)

Fish breathe underwater through small openings on their sides. Fish do not have lungs.

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WEEK 12
DAY 2

Exploring Living Things *continued*

Science

ASK: What would happen if we tried to breathe when our head is underwater? (water would get in our lungs)

EXPLAIN: We know that plants are living things and that all living things need air. A plant breathes through tiny holes. The tiny holes are on the leaves and other parts of a plant.

We cannot see the holes in a plant because they are very, very small.

[*Display picture of plant pores.*]

This is a picture of part of a plant leaf. The person who took this picture used a tool to make part of the leaf look a lot bigger so we can see the small holes the plant uses to breathe.



George Shepherd/flickr/(CC BY-NC-SA 2.0)

RECAP: Today we talked about how all living things need air. When we breathe in, our lungs fill with air and get bigger. When we breathe out, the air goes out of our lungs and our lungs get smaller. Do tigers breathe with lungs like we do? (yes) Do plants breathe with lungs like we do? (no)

Scaffolding Tips

Extra support ■ To heighten children's awareness of how air enters and leaves their body, invite children to breathe deeply with a hand over their mouth (to focus on nose) and then holding nose (to focus on mouth). ■ Briefly review the senses of smell and taste (Science Week 8) if children seem unfamiliar with this information.

Enrichment ■ Some children may be ready to learn or recall vocabulary related to today's activity. **Gills** are the small holes on the side of a fish that a fish uses to breathe. **Plant pores** are the small holes in a plant that allow air to come into and go out of the plant. A microscope was used to make a part of a plant leaf look much bigger. A **microscope** is a tool that lets us see small things that our eyes cannot see by themselves.

Center Activity

Set up a quiet area of the classroom with blankets or mats. Encourage children to lie on the floor and observe each other breathing. Children may also wish to place stuffed animals on their stomach and watch the animal move up and down as they breathe.

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WEEK 12

DAY 2

Exploring Living Things *continued*

Science

Family Child Care

If you have pets in your home, observe them breathing. Discuss what the pet uses to breathe. (lungs, openings on the side of its body, or tiny holes in its body)

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The scientific literacy project. Retrieved from http://www.purduescientificliteracyproject.org/

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WEEK 12

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter O card

Chart paper

Marker

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

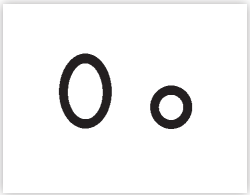
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

I was sad when my blocks fell.]

We want to find the lowercase letter o in our sentence.

[*Display letter card O. Point to the lowercase o on the card.*

Encourage a volunteer child to look for and point to the lowercase letter o in the sentence as you display the O letter card.]



What sound does the letter O make?

Yes! Letter O says /o/. Let's together say the sound of the letter O: /o/.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*

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Understanding Words *continued*

- *Repeat the sentence in which the word is used.*
- *Define the novel word and connect the definition to the book.*

- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 12

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will broaden their understanding of how to form a group of a given quantity.

Key Concepts

Review: Last number counted

Materials Needed

Pom-poms—14 per child

Bottle glue—1 per child

White construction paper—1 per child

Also Promotes

Creative Expression

Optional Reading

The Very Hungry Caterpillar by Eric Carle

Be Prepared: Today's activity involves children using bottle glue. You may wish to invite the assistance of another adult to help children practice using glue. If time or child interest does not permit you to complete the entire activity, stop after children glue the first two caterpillars to their paper. Adjust the remainder of the activity accordingly.

BEGIN: Today we are going to practice counting and making groups of items. We are going to do this by making caterpillars! Have you ever seen a caterpillar?

EXPLAIN: Each of you will get a group of 14 pom-poms. We will use these to make our caterpillars.

[*Give each child 14 pom-poms in various colors, one piece of white construction paper, and a bottle of glue.*]

Let's count our pom-poms to make sure each of us has 14. Please lay your pom-poms in front of you. When we count them, we will pick up one and place it to the side each time we say a number. Remember, the last number we count tells us how many we have. Watch me count first.

ACT: [*Demonstrate how to count the pom-poms by moving each one to the side as you count it.*]

How many pom-poms do I have? Let's count them together now.

[*Lead children in counting slowly as you watch children move their pom-poms.*]



Does everyone have 14 pom-poms?

I am going to tell you a story while we make our caterpillars. The story will tell you how many pom-poms each caterpillar has. When we make our caterpillars we will glue the pom-poms to the paper in a row like this.

[*Demonstrate how to put a small dot of glue for each pom-pom on the paper. Example: A caterpillar with three pom-poms would have three dots of glue in a row. Show children how to begin their first caterpillar on the left side of the page. This will ensure sufficient room for up to four caterpillars.*

Help as children make their caterpillars on the paper as you tell the story. Observe as they count out the correct number of pom-poms. Help children count out the pom-poms as needed.]

Once upon a time there was a caterpillar with three pom-poms.

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Counting Things *continued*

[*Pause so children can make three dots of glue and then assemble three pom-poms.*]

The caterpillar with three pom-poms had a friend who had five pom-poms.

[*Pause so children can make five dots of glue and then assemble five pom-poms.*]

One day the two caterpillars crawled to a tree in the park. There, they met a caterpillar with four pom-poms.

[*Pause so children can make four dots of glue and then assemble four pom-poms.*]

The caterpillar with four pom-poms wanted to play with the other caterpillars and asked if it could bring its little sister. The little sister had two pom-poms. She was a very small caterpillar.

[*Pause so children can make two dots of glue and then assemble two pom-poms.*]

All of the caterpillars played together near the tree and had so much fun!

How many caterpillars did we make? (four) Please point to the caterpillar that has two pom-poms. Please point to the caterpillar that has four pom-poms. How about the caterpillar with five pom-poms? Now let's all point to the caterpillar with three pom-poms.

RECAP: Today we made caterpillars while we listened to a story. We counted out the correct number of pom-poms for each caterpillar. We will let our caterpillars dry and you can add eyes to your caterpillars and draw more on your picture at center time if you'd like. We will share our pictures with each other later in the week.

Scaffolding Tips

Extra support ■ Help children with counting by encouraging them to point to or move each pom-pom as they count. ■ Provide an additional opportunity for children to count the specified number of a group by emphasizing we count twice: once when we put dots of glue on our paper and again when we put pom-poms on each glue dot. ■ Show (or remind) children that a small dot of glue is all that is needed for gluing a pom-pom to the paper ("a dot does a lot").

Enrichment ■ After making each caterpillar, ask children to tell how many pom-poms are left in their group (unused pom-poms).

123 Center Activity

Provide materials for children to add to their caterpillar picture. Examples: markers, pencils, googly eyes, glue, crayons.

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Counting Things *continued*

Family Child Care

Encourage older children in your setting to make up additional stories about the caterpillars.

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WEEK 12

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will strengthen their understanding of how to positively manage feelings of anger.

Key Concepts

Review: Angry

Materials Needed

Turtle puppet

*Problem Solution cards (from Week 6)

Also Promotes

Self-Regulation

*Printables provided

Optional Reading

How Do Dinosaurs Say I'm Mad? by Jane Yolen

Be Prepared: This activity includes a brief classroom situation that leads a child to feel angry. Develop a simple plan for a situation that could occur in your classroom. Example: Child A is angry because Child B knocked over a block tower built by Child A. Your use of this situation in the activity includes a volunteer child. Determine in advance whether you or the volunteer child plays the role of the child who feels angry.

BEGIN: [*Display Tucker the Turtle.*]



Yesterday we talked about feeling angry. Tucker the Turtle taught us to think like a turtle when we feel angry. We usually feel bad inside when we are angry. Who can remember the three things Tucker taught us? (stop, tuck, think) Let's try it again together.

[*Invite children to practice the three steps with you. Use the cues, "STOP," "TUCK," and "THINK" for each step. Be sure that children are practicing three deep breaths when they "tuck."*]

EXPLAIN: Today Tucker the Turtle is going to tell us more about what he does when he thinks in his shell. This is when we think about some solutions to the problem that is making us feel angry.

ACT: [*Use the puppet and your own words to describe the THINK step. Remember that an animated puppet and voice will help to engage children!*]

Boys and girls, what do we call the third thing I showed you yesterday? (think)

When I get into my shell, I take a few deep breaths to calm down and then think about ways I can deal with feeling angry. Being inside my shell helps me concentrate on my thinking. Being inside my shell helps me pay attention to myself. I am not doing other things. I am thinking.

I do my best thinking when my mind is quiet. I take three breaths. This helps me to feel calm. Will you take three deep breaths with me? Let's take three deep breaths together. In, out. In, out. In, out. I also can relax my muscles when I am in my shell. Remember, a relaxed body and calm mind can help us use good self-control.

Are you ready to do your best thinking?

My best thinking begins with figuring out my problem. Yesterday I told you how I felt angry when a friend grabbed a toy I was playing with. My problem was that a friend took a toy I really like to play with. Remember, I felt angry and hit my friend. This was not a good choice

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Understanding Feelings *continued*

because hitting my friend made him feel bad. He cried. Then I realized I had made a mistake by hitting my friend.

So, I decided that I needed to think of a better way to solve my problems when I get angry. I think about solutions to my problem when I do my best thinking. My calm mind helps me think about things I could do about my problem. I think about solutions and then I decide which solution is a good choice. I bet you and your teacher can do some good thinking about solutions.

[*Put down puppet.*]

Several weeks ago we talked about some solutions to problems we might have. We used some cards to remind us of solutions. I have some of the solution cards we used. Let's talk together about some of the solutions.



EXPLAIN: [*Discuss each solution. Begin with the two cards that speak directly to Tucker's situation. Use a real life situation for each:*]

- *Say, "Please stop." (when someone is trying to hurt your feelings or your body, when someone is taking something from you or is bothering something you are playing with)*
- *Ask an adult for help (when you need help in resolving the problem)*

Now let's look at the rest of our solution cards and talk about how they can help us if we are angry.

- *Ignore (when someone is trying to hurt your feelings)*
- *Play together (when you want to play with the same toy)*
- *Share (when two people want to play with the same toy)*
- *Trade (when someone wants to play with the toy you are playing with)*
- *Wait and take turns (if two people want to play with a toy at the same time)*

Now let's pretend that something is happening that might make us feel angry. I need someone to help me practice.

ACT: [*Invite a volunteer child to join you in role playing a brief situation that leads to feeling angry. See Be Prepared. If the volunteer child plays the role of the person who feels*

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Understanding Feelings *continued*

angry, be sure to coach the child on each of the steps that Tucker the Turtle would take to deal with anger. Invite the other children to help the child think of solutions during the "think" stage.]

EXPLAIN: We all can help remind each other to go into our shell when we feel angry. If someone seems angry or upset, we could gently say "think like a turtle" to remind someone to stop, tuck, and think!

RECAP: Today Tucker the Turtle helped us learn how to do our best thinking when we feel angry. How do we calm our mind so we can do some good thinking? (go into our shell to breathe deeply, relax our muscles) What do we think about? (solutions, which solution is a good choice) Let's once again practice the things Tucker taught us.

[*Use cues, STOP, TUCK, and THINK.*]

Scaffolding Tips

Extra support ■ When children are asked to help come up with solutions in the practice session, offer reminders of solutions reviewed in the activity.

Enrichment ■ Ask children to describe how they feel when they are inside their shell. How does a calm mind help us think better about our problem and some solutions? ■ Develop a second classroom situation to role-play with a different volunteer child so children have another opportunity to learn how to use the Turtle Technique.

Center Activity

Provide the Tucker the Turtle puppet or stuffed animal and *Problem Solution cards. Invite children to use the puppet to role-play situations that can lead to someone feeling angry and then a good solution to the problem.

*Printables provided

Family Child Care

Ask families of all children in your setting to practice the Turtle Technique at home. Discuss and practice with families. This will make the child better aware that both you and their family are working together to help the child manage angry feelings.

The "Problem Solution Cue Cards" are informed by the "Solution Kit" described in the following source: Center on the Social and Emotional Foundations for Early Learning (2013) Promoting the Social Emotional Competence of Young Children Module 2: Social Emotional Teaching Strategies. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2

Numerous educational resources include the Turtle Technique. The Turtle Technique was originally described in the following source: Robin, A. L., Schneider, M., & Dolnick, M. (1976). The turtle technique: An extended case study of self-control in the classroom. *Psychology in the School*, *13*, 449-453.

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WEEK 12

DAY 3

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand that a living thing grows and can help make another like itself.

Key Concepts

Review: Food
Breathe

Materials Needed

*3 pictures as shown

Classroom chair

Also Promotes

Language/Literacy

*Printables provided

BEGIN: We are learning that all living things need food and air to grow and do things. Today we will talk about what happens when living things grow.

[*Display picture of tree seedling.*]



Most living things start small. This is a picture of a tree when it was very young. We can call this a baby tree.

[*Display picture of adult tree next to the picture of seedling.*]

This is a picture of the baby tree when it is older. The tree used to be small and now it is bigger. It is now an adult tree. Living things get bigger or change as they grow.



ASK:

- Will you be bigger when you are older?

  [*Follow-up prompt, if needed: "Will you be bigger when you go to kindergarten?"*]
- How much bigger do you think you will be?

EXPLAIN: Let's look again at our two pictures of the tree. The older tree is a lot taller than when it was a baby tree.

ASK: What are some other ways the older tree looks different than the baby tree? (older tree has more leaves, more branches, is wider)

EXPLAIN: [*Display picture of two seeds next to the pictures of younger and older trees.*]



This is a picture of seeds. The older tree grew many seeds on its branches. The seeds fell to the ground. Some of the seeds may grow into baby trees and then into adult trees. When a living thing grows up, it can help make another like itself. The older tree in our picture helped make another tree by first growing seeds.

We know that the seeds will need soil, sunlight, and water in order to live.

RECAP: [*Display classroom chair.*]

This week we learned about living things. Let's think about the chair that is next to me.

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Exploring Living Things *continued*

- Does our chair need food?
- Does our chair breathe?
- Can our chair grow (get bigger)?
- Can our chair make another chair?

Our chair is not a living thing. What are some living things in our classroom?

Scaffolding Tips

Extra support ■ Point to specific characteristics of the young and adult trees when talking with children about differences. ■ Draw children's attention to other (nontoxic) plants in your classroom or trees on your playground to help children strengthen their familiarity with plants.

Enrichment ■ After presenting information on the seeds, encourage children to arrange the three pictures (seeds, baby tree, adult tree) in a rough circle to show growth and how the adult tree can help make another tree. ■ Display several toy people and animal figures. Ask children if they are living things. Explain that the toy figures show people and animals but they are not living things. ■ Explain that a young plant ("baby tree") is called a seedling. ■ Children with tree familiarity may be interested in learning that the pictures show an oak tree. The seeds are called acorns.

Center Activity

Provide *picture cards of various animals and nonliving things or provide the *rhyming word picture cards used in Language/Literacy Week 5. Invite children to work together to sort the cards into two groups: things that are living and things that are not living. Children may wish to further sort cards of living things according to how they breathe (lungs, holes).

*Printables provided

Family Child Care

Visit your outdoor space or a nearby park, if available, for children to identify things that are living and not living. You may wish to keep a list of the identified items for review and discussion with children after the visit.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The scientific literacy project. Retrieved from http://www.purduescientificliteracyproject.org/

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WEEK 12

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify, name, and say the sound of letters B, C, O, and A.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (B, C, O, A)—1 per child and staff

1-inch letter manipulatives—cardstock, foam, or magnetic (see Be Prepared)

Small cups—1 per child (see Be Prepared)

*Printables provided

Be Prepared: If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters B, C, O, and A in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

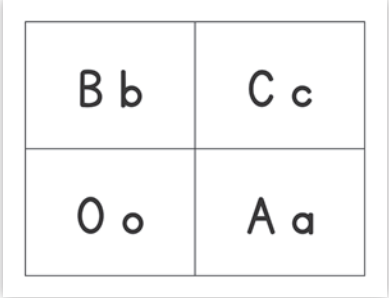
BEGIN: On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

What is a letter? (a special mark used to make words)

EXPLAIN: [*Display letter manipulatives.*]

Each of us will use a letter mat and uppercase letters B, C, O, and A to do our activity.

[*Pass out a letter mat and cup of letter manipulatives to each child.*]



I will say the name of the first letter on our letter mat and then we will say the letter name together. Next I will say the sound the letter makes, and we will say the sound together. Finally, we will find the letter from our cup that matches the letter on our letter mat and place the letter on top of the letter on our letter mat.

Let's look at the first letter on our letter mat.

ACT: [*Point to the letter B on the letter mat.*]

This is the letter B. Let's together say its name.

The letter B makes the sound /b/, like in the word "book." Let's together say the sound of letter B: /b/.

Now we want to find the letter B in our cup.

[*Help children find the letter B manipulative, if necessary.*]

Now let's place the letter B on our letter mat.

[*Place the letter B manipulative on top of the letter B on the letter mat.*]

Let's try another letter!

[*Point to letter C on the letter mat. Say its name and ask children to together repeat its name. Next, say its sound, a word that begins with the same sound, and then ask children to together repeat its sound. Finally, encourage children to find the letter C manipulative and place it on the*

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Understanding Letters *continued*

Language/ Literacy

letter C on the letter mat. Continue until you have said each letter's name and sound, and matched each letter on the letter mat in order.]

RECAP: Today we learned more about letters B, C, O, and A. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.

Scaffolding Tips

Extra support ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: "We are looking for letter B. It has a tall straight line down and two curved lines." ■ If children need additional assistance in finding the correct letter manipulative, remind them of a child's name that begins with the same letter. Example: "Remember, Aliya begins with the letter A."

Enrichment ■ If children are familiar with letter names and sounds, invite them to take turns leading other children in saying each letter name and sound. ■ Invite children to say another word that begins with the letter after the letter manipulative is placed on the mat.

Center Activity

Provide trays filled with sand and *letter cards B, C, O, and A. Invite children to choose a letter card from the pile and then draw the letter chosen with their finger in the sand.

*Printables provided

Family Child Care

Review letters with *letter picture cards and letter manipulatives. Provide letter picture cards that correspond to each letter on the letter mat. Example: Letter B picture cards include book, bear, bee, and bell. Mix up letter picture cards and invite a child to choose one. Encourage the child to say the name of the letter picture card. Then say, "A ___ begins with the sound /__/." Invite the child to then find the letter manipulative that makes the same sound. Older children may enjoy making a list of other words that begin with the letters B, C, O, and A.

*Printables provided

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WEEK 12

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to form a group of a given quantity.

Key Concepts

New: High Ten

Review: Trace

Materials Needed

Paper—1 per child

Marker

Unifix® cubes—10 per child

*Set of small dot cards 1–10

*Printables provided

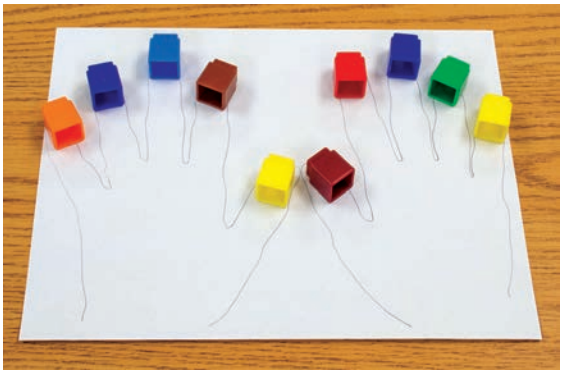
Optional Reading

From the Garden: A Counting Book About Growing Food
by Michael Dahl

BEGIN: We know how to play the "High Five" game. Today we will play "High Ten"! Let's all show 10 fingers! If we give someone a "**High Ten**," we need to use both hands. Please give your neighbor a "High Ten."

EXPLAIN: We need to trace both of our hands on a piece of paper so we can play "High Ten." Remember, trace means to draw the outline of something. We will count the fingers that we trace.

ACT: [*Give each child a piece of paper. Help children trace each finger as part of two hands on the paper.*]



ASK: Now we have a drawing of both of our hands on our paper.

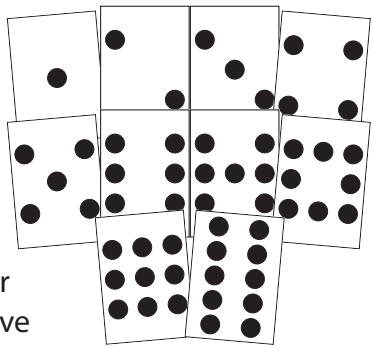
- How many fingers are on our traced hands?
- How do we know?

ACT: I am going to give each of you 10 cubes. Count the cubes to be sure you have 10.

[*Observe children as they count the cubes. Demonstrate how to touch each cube as you count, if appropriate.*]

Do you have 10 cubes?

EXPLAIN: I have cards with different numbers of dots on each. I am going to mix up the cards and lay them on the table so we can't see the number of dots on each card. You will each get a turn to pick a card.



When you pick up a card, count the number of dots on your card and tell everyone to give you a "High _____." If your card has six dots, ask everyone to give you a "High Six."

Then everyone will put a cube on each of the same number of fingers of their traced hand. For a "High Six" each of us would put a cube on six of our traced fingers.

ACT: [*Demonstrate by picking a card. Hold up the card and say, "Give me a High ____." Show how to put one cube on each traced finger for the number of dots on the chosen card. Example: "If you drew a card with five dots, put a*

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Counting Things *continued*

cube on each of five fingers of one traced hand." Remove the cubes from your traced hand(s) at the end of your demonstration.]

Now let's try it together, one at a time.

[*Invite children to take turns choosing a card and asking the others to give them a "High ___." Observe as children place a cube on each traced finger. When children have finished, encourage them to remove the cubes from their traced hand(s) and return the card to a different pile on the table.*]

RECAP: Today we played a counting game. We picked a card and counted the number of dots on the card. Then all of us put cubes on the same number of fingers of our traced hands. We know how to give a "High Ten"!

Scaffolding Tips

Extra support ■ In the opening segment, provide a demonstration of "High Ten" if children seem uncertain about what to do. ■ If children are unsure of how many dots are on their card, point to each dot on their card or guide their finger to point to each dot as you count together. ■ The task of putting a cube on a specified number of fingers (based on number of dots on card) may be easier to do by adding one or both of the following steps after the number of dots is announced: (a) put one cube on each of the dots on the chosen card before moving the cubes to traced fingers, or (b) make a group of the specified number of cubes (separate from other cubes) and then put cubes on traced fingers.

Enrichment ■ Place your own traced hand next to a child's traced hands. Explain that the three hands combined provide more than 10 fingers. Invite the child to give a "High Eleven" with his/her cubes.

123 Center Activity

Provide materials for the "High Ten" game played during today's activity. Encourage children to play it together while taking turns.

Family Child Care

As children play outdoors, practice making groups. Place a group of 2–10 items in front of you (rocks, sticks, leaves). Invite children to make a group of the same number of items. Continue with groups of different numbers of items. School-age children may enjoy helping make the initial groups for younger children to replicate.

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WEEK 12

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

BEGIN: [*There are two options for today's activity involving shoebox homes made by children in Week 11.*

Option One: Make the homes available for a brief play time. Offering small toy people figures might enrich the play. Children could visit each other's homes or play at someone's house.

Option Two: Encourage volunteer children to take turns describing the home they created alone or with other children (if larger boxes used). Remind children to be good listeners when someone is talking. Invite children to ask questions about a home described by another child. You may wish to support some children's participation by describing the home a child(ren) made, encouraging the child(ren) to hold the box as you describe the home, and including some close-ended questions that promote the child(ren)'s verbal involvement.]

Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding of differences in home characteristics.

Key Concepts

Review: Home

Materials Needed

Children's shoebox homes made during Week 11

Also Promotes

Language/Literacy

Optional Reading

A House is a House for Me by Mary Ann Hoberman

Center Activity

Fill the sand table or a tub with sand and some water. Provide items to help children build sandcastles. Explain that sandcastles can be a pretend home.

Family Child Care

As children play with or describe their shoebox homes, younger children will enjoy playing with a dollhouse and toy people figures. Invite school-age children to draw the floor plan of one room in their house.

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WEEK 12

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Be Prepared: The activity invites children to move parts of their bodies in ways similar to how children in a book move their bodies. In advance of the activity, make decisions about the guidance or modeling you will offer children about various motions, such as bending our knees, arching our back, and wiggling our toes.

Large Group

Skill and Goal

Motor development

Children will understand the importance of muscles in our body.

Key Concepts

New: Muscles
Heart

Review: Personal space

Materials Needed

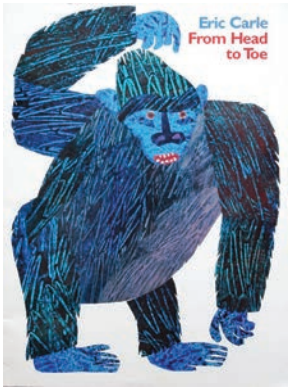
From Head to Toe by Eric Carle

*1 picture as shown

*Printables provided

BEGIN: We are practicing different ways to move our bodies. Earlier this week we moved backward and forward, and we did some bending, stretching, jumping, hopping, and spinning.

EXPLAIN: [*Display book cover.*]



This book shows children moving parts of their bodies, like some animals move their bodies. Let's read the book and try to do some of the motions shown in the book. We need to spread out and use our personal space so we do not bump into others. Our book is called *From Head to Toe*. It was written by Eric Carle.

ACT: [*As you read the book, pause to encourage children to move their bodies like children in the book move their bodies. Offer suggestions and demonstrations, if necessary. Invite children to say together, "I can do it," after they have attempted a motion.*]

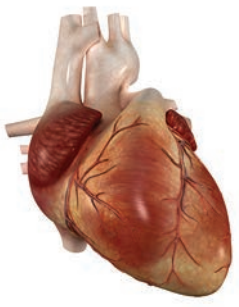
EXPLAIN: We used muscles in our body to do all of the motions shown in our book. **Muscles** are parts of our body that move things. Some muscles are connected to bones in our body. The muscles move our bones. We used muscles connected to bones in our legs to bend and kick our legs and stomp our feet. We used muscles connected to bones in our arms to wave our arms and clap our hands.

[*Point to the general location of body parts mentioned below.*]

Our bodies have many different kinds of muscles. We use muscles in our mouth to chew food. Our tongue is a muscle. Muscles in our stomach move the things we eat and drink through our body. Our heart is a muscle.

[*Display picture of heart.*]

This is what our heart looks like. Our **heart** pumps blood to different parts of our body.



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WEEK 12
DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

RECAP: We practiced moving parts of our bodies like children in our book moved parts of their bodies. We moved parts of our body from our head to our toe. Do you think that is why our book is called *From Head to Toe*?

We used muscles in our body to move parts of our body. What would happen if our muscles were weak or would not work?

Scaffolding Tips

Extra support ■ If children seem confused about the motion described at the beginning of the activity (bend, spin, hop), offer a concrete reminder by briefly demonstrating motions or showing the cube from the Day 3 activity in Creative Expression.

Enrichment ■ Invite children to add another animal movement at the end of the book. Encourage children to use words similar to the text in the book. Example: "I am a (name of animal) and I can (body motion). Can you do it? I can do it."

Center Activity

Provide movement books, such as *From Head to Toe* by Eric Carle, *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams, *Silly Sally* by Audrey Wood, or *Oh!* by Kevin Henkes. Encourage children to move like the characters in the book. Invite children to describe body movements they are doing.

Family Child Care

Read *From Head to Toe* again and videotape children moving to the book. Children or their parents will enjoy watching their movements.

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WEEK 12

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also say the sound of letter A.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter A card

Chart paper

Marker

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: We are going to again practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

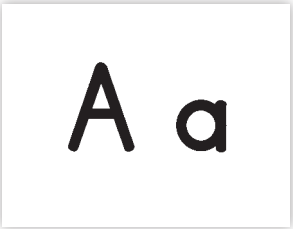
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

We do lots of different things in our class.]

We want to find the lowercase letter a in our sentence.

[*Display letter card A. Point to the lowercase a on the card.*

Encourage a volunteer child to look for and point to the lowercase letter a in the sentence as you display the A letter card.]



What sound does the letter A make?

Yes! Letter A says /a/. Let's together say the sound of the letter A: /a/.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*

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Understanding Words *continued*

- *Define the novel word and connect the definition to the book.*

- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 12

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding of how to form a group of a given quantity.

Key Concepts

Review: High Five
High Ten

Materials Needed

6 craft sticks

Sticky tack

Magnetic board

*Large dot cards 1–10

Children's caterpillar pictures made on Day 3

*Printables provided

BEGIN: Let's together say the counting rhyme we learned on Day 1.

[*Say the rhyme and then lead children in the rhyme, "One, Two, Buckle My Shoe." Emphasize each number and hold up a finger for each number.*]



One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A good fat hen.

EXPLAIN: On Day 1 we each had a group of circles (counters). Each of our groups had a different number of circles. We each counted the number of circles in our group.

Let's practice counting a group of sticks. Our rhyme today talks about sticks. We can count groups of sticks, too.

ASK: [*Hold up a group of six craft sticks.*]

I have a group of craft sticks.

- Do I have two in my group?
- Do I have five in my group?
- Do I have six in my group?
- Let's count the craft sticks together.



[*Place sticky tack on the back of each of the six craft sticks and display them on a board. Ensure the board is visible to all children. Encourage children to count out loud as you point to each stick. Do not count out loud unless children need your assistance.*]

EXPLAIN: This week we also played a game called "High Five." A "High Five" is called "High Five" because we have five fingers on one hand that we put up high when we do a "High Five." This week we used the number of dots on a card to tell us whether we had a "High One," "High Two," "High Three," "High Four," "High Five," or maybe a "High Ten."

ACT: Let's look at some cards and count the number of dots on a card together. Then we can give each other a "high" sign with the number of fingers our card says.

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Counting Things *continued*

[*Display dot cards, one at a time, that offer appropriate challenge for children.*

- *Encourage children to count out loud as you point to each dot on the card you display. Do not count out loud unless children need your assistance.*
- *Ask children to say the last number counted. Remind children that the last number we count is the number of items in a group.*
- *Invite children to give a "High ___."*]

EXPLAIN: We listened to a story and made caterpillars with different numbers of pom-poms.

ASK: Who would like to show the caterpillars you made?

[*Invite 2–3 children to share their pictures. Encourage each child to count the number of pom-poms in each caterpillar.*]

RECAP: This week we've had fun counting and making groups. We know how to count a group of items.

Scaffolding Tips

Extra support ■ As you hold up a dot card, check for understanding by looking to see if children are counting the dots. If not, slowly count the dots together as you point to each dot.

Enrichment ■ How would someone give a "High Twelve"? (with the help of a partner) Invite children to give a "High Twelve" with a partner.

123 Center Activity

Provide children with a board game to play. Many board games for preschool children help them learn how to count items. Examples of counting board games include *Hi Ho Cherry-O®*, *Chutes and Ladders®*, *Sorry®*, and *Count Your Chickens®*.

Family Child Care

Ask "how many" throughout the day. "How many blocks are in your building?" "How many shoes are you wearing?" Encourage younger children to count smaller groups and older children to count larger groups.

Source of One, Two, Buckle My Shoe nursery rhyme: Bolton, H. C. (1888). *The counting-out rhymes of children: Their antiquity, origin, and wide distribution: A study in folklore.* London: E. Stock.

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WEEK 12

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

BEGIN: [*There are two options for today's activity involving shoebox homes made by children in Week 11.*

Option One: Discuss shapes (square, circle, triangle, rectangle) found in shoebox homes made by children. Encourage children to describe the shapes they find in their shoebox home. Invite children to draw shapes they find in their shoebox home on a piece of paper.

Option Two: Encourage children to draw a picture of their own shoebox home. Invite children to point to and describe the shapes in their drawings.]

Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding of differences in home characteristics.

Key Concepts

Review: Shape

Materials Needed

Children's shoebox homes

Paper—1 per child

Drawing tools

Also Promotes

Mathematics

Optional Reading

Houses and Homes by Ann Morris

Scaffolding Tips

Extra support ■ Give children suggestions of characteristics to include in their drawings, if appropriate. Examples: "What kind of roof does your shoebox home have?" "What do each of the windows look like?"

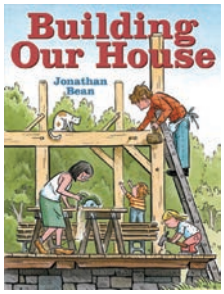
Enrichment ■ Ask children to describe how their shoebox home is the same or different than the shoebox home made by another child. ■ Encourage children to count the number of shapes on their shoebox home.

Center Activity

Provide the book *Home* by Carson Ellis. Encourage children to find things in the pictures of homes that are similar to their own homes. (table, sofa, roof, windows, etc.)

Family Child Care

Provide the book *Building Our House* by Jonathan Bean. After reading the book, school-age children may enjoy making a list of materials needed to build a house. If available, provide wood, hammers, nails, and goggles for children to use as they pretend to build a home. Younger children will enjoy looking at books about homes. Example: *Shapes at Home* by Scholastic, Inc.



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WEEK 12

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Be Prepared: Identify a movement song to use for this activity. Some options include CDs by Greg and Steve: *Ready…Set…Move!* (songs: "Ready, Set, Move" and "Jump Down, Turn Around"), *Kids in Motion* (songs: "Body Rock," "The Freeze," or "Animal Action"), or *We All Live Together*, Vol. 2 (songs: "Listen and Move" and "The Boogie Walk").

Skill and Goal

Motor development

Children will understand the concept of physical exercise.

Key Concepts

New: Exercise

Review: Muscles
Heart

Materials Needed

Movement song (see Be Prepared)

Music player or CD player

*Picture of stethoscope (Enrichment tip)

*Printables provided

Optional Reading

Get up and Go! by Nancy Carlson

BEGIN: Yesterday we learned there are muscles in our bodies that make things move. We used our muscles to move parts of our body from our head to our toes. We moved our arms and legs and other things. Is our tongue a muscle? (yes) Is our heart a muscle? (yes)

EXPLAIN: Muscles are an important part of our body. We can help keep our muscles strong and healthy by exercising. **Exercise** means we move our body, or part of our body, for a certain number of times or certain amount of time. We can exercise our arm by moving it up and down 5, 10, or 15 times. We can exercise our legs by running for 1, 5, or 10 minutes.

[*Remind children of exercise activities that may be done regularly in your classroom.*]

Usually we breathe faster when we exercise. Our heart also works faster when we exercise. Remember, our heart is a muscle that pumps blood to different parts of our body.

ACT: Let's pay attention to how we breathe faster when we exercise. We know how to concentrate on our breathing. Let's all lie on the floor and put our hand on our stomach. We can feel our stomach move as we breathe.

[*Provide a brief time for children to concentrate on their breathing.*]

Now let's run in place to some music. Running in place means we stay in our personal space. We do not run around the classroom. Let's try to run as fast as we can without moving around the classroom. Running is a good way to exercise.

[*Encourage children to run in place to music for several minutes.*]

Please stop running and lie on the floor. Put your hand on your stomach so you can feel your stomach move as you breathe.

ASK:

- Are you breathing faster now? (faster than before you ran)
- Do you think your heart is pumping faster now? Can you feel your heart pumping?
- Why do you think the muscles that move our legs can stay strong or get stronger when we run?

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WEEK 12
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

RECAP: Exercise can help keep our muscles strong and healthy. Running is one way to exercise. What happened today to our bodies when we did a little running? (we breathed faster, our hearts pumped faster)

Scaffolding Tips

Extra support ■ In the opening segment of today's activity, wave your arms and kick your legs as reminders of some of yesterday's motions. ■ If children have difficulty locating their heartbeat, help by placing their hand over their heart. ■ If children seem uncertain about how to pay attention to their breathing, briefly review key parts of Week 10, Day 1 activity (Self-Regulation) on helping children concentrate on their breathing.

Enrichment ■ Ask children whether they notice their heart beats faster when they run or play a sports game that involves a lot of physical movement. ■ Use the provided picture of a stethoscope to explain that doctors and nurses use this tool to listen to our heartbeat. Children are likely to be familiar with the tool but may not know its name. Invite children to repeat the word steth-o-scope. ■ Extend the idea that, when we exercise, we move our body, or part of our body, for a certain amount of time by asking children whether we get more exercise if we run for five minutes or if we run for one minute. ■ If time permits, invite children to listen to someone else's heart (by putting their ear near the other child's heart) before and after a brief period of running in place.



Michael/flickr.com/(CC BY-NC 2.0)

Center Activity

Provide a movement CD for children to participate in exercise activities of your choice. If available, provide a stethoscope so children can hear the difference in their heartbeat before and after exercise.

Family Child Care

Encourage children to participate in some exercises of your choice. Encourage children to feel their heartbeat and their breathing before and after exercising.

This activity is informed by the following source: The Nemours Foundation, KidsHealth. (n.d.). Why exercise is cool. Retrieved from https://kidshealth.org/en/kids/work-it-out.html?WT.ac=ctg#catfit

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WEEK 13 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to divide our names into syllables (Days 2, 4)
- The name, sound, written form, and uses of the letter X (Days 2–5)

Mathematics

Counting Things

- How to sort items into groups and identify the group that has more (Day 1)
- How the amount of items in a group does not change when the items are moved (Day 2)
- How to make a group of a given number and compare with other groups (Day 3)
- How to compare groups of different amounts (Days 4–5)
- Identifying numerals 0, 1, 2, 3, and 4 (Days 1–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
- *Conducting an Orchestra* game (Day 1)
- *Orange Circle, Purple Circle* game (Day 2)

Social-Emotional

Understanding Feelings

- We may feel bored when we don't have anything we want to do or we are tired of what we are doing (Day 3)
- We can use our imagination to think of new or pretend things when we feel bored (Day 3)

Social Studies

Exploring Where We Live

- Our homes are located in a neighborhood (Day 4)
- Places we might find in a neighborhood (Day 5)

Science

Exploring Living Things

- How the coverings of animals protect their bodies and help animals do different things (Day 1)
- Naming different parts of animals' bodies and how animals use them (Day 2)
- How animals move in similar and different ways (Day 3)

Physical/ Health

Staying Healthy and Safe

- We rest our bodies by taking a break from thinking and doing (Day 4)
- Ways to help our bodies take a rest (Day 5)

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WEEK 13

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter A.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter A card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: [*Display letter A card.*]

A a

The word "alphabet" begins with this letter. What is the name of this letter?

Letter A says /a/, just like in the word "alphabet." /a/, /a/, alphabet. Let's together say /a/, /a/, alphabet.

Who would like to tell us another word that begins with the letter A?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 13

Progress Assessment

Counting Things

123 Mathematics

3–5 YEARS

One-to-One



Skill and Goal

Number knowledge

Children will individually demonstrate their understanding of one-to-one counting and the last number counted (cardinality).



Key Concepts

Review: Last number counted



Materials Needed

10 identical counters

Be Prepared: This is an **individual progress assessment** of children's understanding of one-to-one counting and cardinality. *One-to-one counting* refers to saying one number name per item when counting. *Cardinality* is the technical term for *last number counted*; the final number that is counted indicates how many total items are in a set. See the Mathematics section of the *ELM User Guide: 3–5 Years* for descriptions of each skill. Cardinality is assessed by asking children to create groups of given numbers of counters. Performance is determined separately for one-to-one counting and cardinality. Details are provided at the end of the activity plan.

Begin the one-to-one assessment with 4–5 children today (Week 13, Day 1) and continue assessments with 4–5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

BEGIN: Today we are going to practice our counting. I have some circles for us to count.

[*Place 10 counters in a row in front of the child.*]

ACT: First let's count out a group of circles together. We'll make a group of three circles. Let's count them out loud together.

[*Count out a group of three counters. As you place each counter in a separate group of three, say the corresponding number out loud. Encourage the child to count with you.*]

1, 2, 3. We made a group of three circles.

EXPLAIN: Now it's your turn to make some groups on your own. I will tell you a number and I would like for you to make a group of that many circles.

ACT: [*Place 10 counters in front of the child.*]

Please count out two circles. Remember to count each circle out loud as you make your group.

[*Encourage the child to count out loud. Do not comment on the accuracy of the answer. Record child's response on the provided form. Return counters used by the child to the group of 10.*]

Please count out four circles. Remember to count each circle out loud as you make your group.

[*Encourage the child to count out loud. Do not comment on the accuracy of the answer. Record child's response on the provided form. Return counters used by the child to the group of 10.*]

You are working very hard.

Now please count out five circles. Don't forget to point to each one as you count!

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Counting Things *continued*

[*Do not comment on the accuracy of the answer. Record child's response on the provided form.*]

RECAP: We counted out a group of circles together, and then you counted out some groups on your own. Counting is fun!

DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for one-to-one counting and once for producing the correct number of counters (cardinality). Record your designation for each child on the provided form. Options are as follows:

Got It One-to-one counting: Child says one number per item for each of the three groups counted.

Cardinality: Child creates a group of the correct amount of counters for each of the three requested groups.

Getting It One-to-one counting: Child says one number per item for one or two of the three groups counted.

Cardinality: Child creates a group of the correct amount of counters for one or two of the three requested groups.

Not Yet One-to-one counting: Child does not say one number per item for any of the groups counted *or* child skips items or says more than one number for an item for each of the counted groups.

Cardinality: Child does not create a group of the correct amount of counters for any of the three requested groups.

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FOLLOW-UP LEARNING SUPPORTS FOR UNDERSTANDING ONE-TO-ONE COUNTING AND LAST NUMBER COUNTED (CARDINALITY)

Reinforce

The following activities are designed to support children who display evidence of understanding one-to-one counting and cardinality (Assessment = Got It) and children who are developing understanding of these skills (Assessment = Getting It).

- Encourage children to try counting out larger groups of items (6–10) throughout the day. After they have counted, ask how many are in the group.
- After children count a group of 1–9 items, ask them how many they would have if you gave them one more. Then ask how many they would have if you took one away. Give (or take away) an item and invite children to check to see if their answers are correct.
- Encourage children to assist in counting out items for small group activities. Example: "We have five people in our group today. Will you please get a pencil for each of us?"
- Provide guided practice in one-to-one counting. The Week 8, Day 3 activity (animal spot cards and counters) is an appropriate option.
- The Week 3, Day 3 activity on forming groups of "cookies" is a good option for practicing counting out items from a larger group.
- Review the shape plate activity from Week 6, Day 1. Assist children in counting the group of shapes on their plate and in creating a matching group by counting.
- Creating equal groups is a good way for children to practice counting out groups of a certain amount. The Week 8, Day 4 dot card activity is an appropriate and engaging option for this.
- Assist children in forming groups of items. The Week 11, Day 4 is appropriate for this. You may also review this activity using blocks or other identical items.
- If most children would benefit from cardinality review, the large group activity from Week 12, Day 1 is an appropriate option. The craft stick activity from Week 12, Day 5 is another option for large group review.
- Give children groups of identical items (five or fewer) to count. Assist children in pointing to each item as they count, and remind them that each item gets one number.
- State how many items are in a group before counting them with the child. Example: "We have three cups here. Let's count them! 1, 2, 3. There are three cups."

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Counting Things *continued*

Reintroduce

The following activities are designed for children who do not yet demonstrate an understanding of one-to-one counting or cardinality (Assessment = Not Yet).

- If children need support for understanding the concept of counting, begin with Week 1, Day 1. Reintroduce the purpose of counting. A reintroduction of Week 2, Day 1 may also help children understand the concept of counting.
- If children seem to understand the concept of counting, but seem uncertain about how to match one number to one item, begin with lessons in Week 7. In particular, Day 1 of Week 7 supports children's learning of one-to-one counting. Model counting by pointing to each item as you slowly count them. Encourage children to count with you and guide their hands to point to each item as you say the number names together.
- Week 2, Day 3 may be used to reintroduce children to counting out groups of items from a larger group.
- Reintroduce Week 11, Day 1 to help children understand the concept of "last number counted."
- Start with smaller groups of items (2–3) and work on mapping one number to each item. Remind children that each item is assigned only one number, and that every item gets its own number. Help children point to each item as they count. Once children display understanding of counting two items, work on groups of three.
- Encourage children to count small groups of items throughout the day. Help reinforce singular items (a group of one). Ask children how many of something they have. Examples: "How many books are you reading? Only one!" "We have a blue crayon and a red crayon. We have two crayons. Let's count them together. 1, 2. We have two crayons!"
- Reassess children's understanding of one-to-one counting and/or cardinality after they have been reintroduced to these skills.

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SAMPLE PORTFOLIO ENTRIES

Got It

Children are learning that when we count, each item represents one number and the last number counted tells us how many there are. These are important skills for later math development. Today I assessed Micah's understanding of these concepts. Micah independently counted out groups of 2, 4, and 5 counters. We are offering activities to reinforce Micah's understanding of counting. We are also encouraging Micah to count groups of 6–10 items.

Getting It

Children in our classroom are learning that when we count, each item represents one number and the last number counted tells us "how many." These are important skills for later math development. I recently assessed Katie's progress in understanding counting by asking her to count out groups of 2, 4, and 5 counters. Katie demonstrated that she understands that we assign numbers when we count. She skipped over a few items when counting. When asked how many counters were in her group, Katie recounted the set. I am offering some follow-up learning opportunities to support Katie's emerging understanding of counting concepts.

Mixed Pattern (Got It, Getting It)

Children are learning that when we count, each item represents one number and the last number counted tells us "how many." These are important skills for later math development. We recently assessed children's ability to count out small groups of items. I put a group of counters on the table and asked Lupita to count out groups of 2, 4, and 5 counters. She counted out groups of two and four but had difficulty making a group of five. We are providing additional assistance to help Lupita understand that the last number counted tells us how many there are in the group. We are also offering activities to reinforce her understanding of assigning one number to each item.

Not Yet

Children in our classroom are learning that when we count, each item represents one number and the last number counted tells us "how many." These are important skills for later math development. I recently assessed Noah's progress in understanding these counting concepts. Noah was very attentive to the activity. He recited numbers up to five, but did not seem ready to match the numbers to the items or independently create small groups of items. I am offering follow-up opportunities to reintroduce Noah to these concepts and will assess his progress after he has had more time to learn about counting.

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WEEK 13

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will compare groups of different amounts of items. Children will also recognize the numerals 0 and 1.

Key Concepts

New: One
Zero

Review: Sort
More
Fewer

Materials Needed

3 black crayons

4 blue crayons

5 orange crayons

*Large numeral cards 0 and 1

*Printables provided

Optional Reading

Albert's Bigger Than Big Idea by Eleanor May

BEGIN: Today we are going to do some sorting. Remember, when we sort, we put things into different groups. Let's look at a group of crayons.

[*Display a group of crayons that includes three black, four blue, and five orange.*]



How can we sort our crayons? (by color, size, etc.)

Let's sort our crayons by color.

[*Hold up each crayon, one at a time, as you encourage children to help you sort the crayons by color. Example: "What color is this crayon? What group should we put it in?"*]

Each group has a different color of crayons.

How many groups of crayons are there? (three)

ACT: Now let's count how many crayons are in each group.

[*Assemble the crayons in a row in each group so children can easily see each group and the number of crayons in each group. Touch each crayon as you encourage children to help you count the crayons in each group. Repeat the last number counted in each group.*]

EXPLAIN: Our groups have different amounts of crayons. One of the groups has more crayons than the other groups. Remember, if a group has more, it has a larger or bigger amount of something.

ASK:
- Which group has more crayons than the other groups?
- How do we know?

EXPLAIN: Each of our other groups has fewer crayons than this group. Remember, when something has fewer, it has a smaller amount of something.

When we count the number of things in a group, we can see that sometimes our groups have different amounts.

Now let's talk about what some numbers look like. We see many numbers every day in our classroom.

[*Hold up one finger.*]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up one finger.

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Counting Things *continued*

[*Display large numeral one card. Point to the numeral and the dot when you describe each.*]

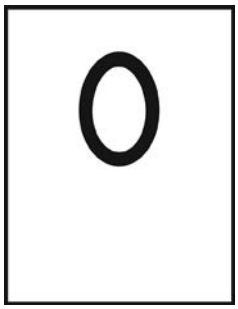
This is what number one looks like.



The number **one** means there is one thing. There is one dot at the bottom of our card. This dot helps us remember that the number one means there is one thing.

There is a number that comes before number one. It is called zero. A **zero** means none. If I said, "Hold up zero fingers," we would not hold up any fingers.

[*Display a large numeral zero card.*]



This is the number zero. The number zero looks a lot like the letter "O." Zero is a number. "O" is a letter. Zero and the letter "O" are both made with one curved line.

ASK: How does the number zero look different than the number one? (zero is curved, one is straight)

ACT: Let's hold up zero fingers!

RECAP: Today we sorted groups of crayons by color. The orange group had more crayons than the other groups.

[*Display large numeral cards zero and one. Point to each numeral as you invite children to name each.*]

Let's hold up one finger. Now let's hold up zero fingers!

Scaffolding Tips

Extra support ■ To help children better understand more and fewer, point out other things in the room. Examples: "Which tub has more toys?" "Do we have fewer cars or trucks?" ■ Invite children to compare quantities that are much different in magnitude and determine which has more and which has fewer (examples: one or seven, two or eight). ■ Display the numeral one and zero cards when you ask how the number zero looks different than the number one. ■ Offer the following rhyme to help children remember what numeral one looks like. Trace the numeral as you say it: "Number one is a line down from the sun."

Enrichment ■ Invite children to compare quantities that are close in size and determine which has more or which has fewer (examples: seven or eight, six or eight).

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Counting Things *continued*

123 Center Activity

Provide children with a basket of items to sort into two groups of their choosing. After children have sorted the items, ask which group has more items or which has fewer items.

Family Child Care

Encourage children to practice finding more and fewer items at snack time. Make a trail mix snack that contains three different types of snack items. Example: raisins, nuts, crackers. Give each child a handful of the snack and invite children to sort the items. After children have sorted the items, invite them to count the number of items in each group and determine which group has more and which group has fewer. Invite school-age children to arrange snack items by size: big, bigger, biggest.

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WEEK 13

DAY 1

Focusing & Remembering

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Executive function

Children will regulate their behaviors in response to different oral and visual prompts.

Key Concepts

New: Orchestra
Conduct
Baton

Materials Needed

Classroom musical instruments—1 per child

Baton or stick

Be Prepared: If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 12, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 12, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a new game called *Conducting an Orchestra*. An **orchestra** is a group of people who play certain kinds of musical instruments together. When we **conduct** an orchestra, we lead it. So, the conductor of an orchestra leads a group of people playing certain kinds of musical instruments. The conductor usually uses a baton to lead the orchestra. A **baton** is like a stick.

[*Display a baton or stick.*]

ACT: [*Give each child a musical instrument. Instruments may include drums, bells, triangles, rhythm sticks, etc. Provide children with a few moments to play their instruments.*

After children have had a few moments to play their instruments, tell children to please make their instrument quiet until the game begins.]

For this game, I will be the conductor and you will be the orchestra! When I wave the baton like this, we will play our instruments.

[*Wave baton.*]

What do you think we will need to do when I stop waving the baton? (stop playing the instruments) Watch as I show you how to play.

[*Ask another adult to play an instrument for this demonstration. Wave the baton as the helper plays his/her instrument. Then stop waving the baton. The helper should stop playing the instrument.*]

What should we do when the baton stops moving? (stop playing instrument)

Now let's try it together! Remember, it is very important to look at me and watch the baton carefully so we know when to play and when to stop.

[*Wave the baton as children play the instruments. After a few seconds, stop the baton movements. Wait for children to stop playing before you begin waving again. Continue for several minutes as children practice stopping and starting while watching the baton.*]

Now we are going to change the game a little. This time I will wave the baton slowly. We should play our instruments slowly when the baton is

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Focusing & Remembering *continued*

Self-Regulation

moving slowly. We should play our instruments quickly when the baton is moving quickly. What do you think we should do when I stop waving the baton? (stop) Remember to watch the baton carefully so you know whether to play quickly or slowly or to stop. Let's try it!

[*Wave the baton slowly as children begin to play the instruments slowly. After a few seconds, wave the baton quickly. Wait for children to begin playing quickly before you begin waving the baton slowly again. Continue as children practice playing quickly, slowly, and stopping while watching the baton actions.*]

RECAP: Today we played a new game. During the game it was very important to pay close attention.

- What parts of our body did we use to focus during the game? (eyes)
- During the game we played instruments. What things changed during the game? (played instruments slowly and quickly)
- What would happen if we didn't watch carefully during the game? (we wouldn't know how to play our instruments or when to stop)

Scaffolding Tips

Extra support ■ If children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game. ■ If children seem unclear about the baton movements, use your arm in an expansive way to communicate the prompt.

Enrichment ■ Invite children to try another rule change for *Conducting an Orchestra*: Children will play instruments slowly when the baton moves quickly and then play instruments quickly when the baton moves slowly.

Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton fast or slow. Ensure the baton does not have a pointed or sharp tip. A soft stick-like item may be used as a baton.

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WEEK 13

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Family Child Care

As an extension of today's activity, invite children to make their own simple musical instrument in your setting or with their families. Examples: bowl with a wooden spoon, plastic container filled with paper clips, bells on a string. Encourage school-age children to take turns holding up two different toys for varying amounts of time as children use the toys as visual prompts to play and stop their instruments. Example: Hold up a doll for five seconds as children begin playing their instruments, and then hold up a car for five seconds as children stop playing their instruments. Younger children in your setting will enjoy making noise with rattles and other toys.

The *Conducting an Orchestra* 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.

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WEEK 13

DAY 1

Exploring Living Things

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand similarities and differences in animal coverings.

Key Concepts

New: Scales

Review: Characteristic
Compare
Similar
Different

Materials Needed

*5 pictures as shown

*Printables provided

BEGIN: We are learning about living things. We know that living things eat, breathe, grow, and make others like themselves. This week we will talk about some animals.

ASK: Who has a pet at home?

[*Encourage children to describe their pets. Offer follow-up prompts, if necessary: "Who has a dog?" "Does anyone have a pet snake?" "Does anyone have a pet bird?" "Tell us about it!"*]

EXPLAIN: Animals can have many different characteristics. Remember, a characteristic is something special about a living thing or a thing that is not living.

Today we will talk about what covers the bodies of some different animals.

Our bodies are covered with skin. Our skin protects our body in many ways. It keeps us warm and helps protect the inside of our body from germs and dirt. Skin also helps us to feel things. That's why we take good care of our skin by making sure it is clean and is protected from the sun.

[*Display picture of a bear.*]



Andrew Nicholson/flickr.com/(CC BY-NC 2.0)

Some animals have fur covering their bodies. This bear has fur all over its body. Fur helps an animal keep warm and protects an animal from the rain.

ASK: What do we use to help keep us warm and protect us from the rain? (coats, clothing)

EXPLAIN: Most animals do not wear clothing. Fur keeps them warm and dry. Fur is a characteristic of some animals.

[*Display picture of two parrots.*]



Steve Wilson/flickr.com/(CC BY 2.0)

ASK: What is covering the bodies of these birds? (feathers)

EXPLAIN: Some animals have feathers covering their bodies. A bird's feathers help keep it warm and protect it from the rain. Feathers also help birds to fly.

ASK: Can we fly like birds? (No. We don't have feathers covering our body!)

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Exploring Living Things *continued*

Science

EXPLAIN: Some animals have scales covering their bodies. **Scales** are thin, flat, hard pieces of skin. Let's look at a picture of a fish and a picture of a snake. Both of these animals have scales covering their bodies.

[*Display pictures of a fish and a snake.*]



Jonathan Cohen/flickr/(CC BY-NC 2.0)

Scales protect some animals by keeping their bodies safe from danger. Scales on a snake help it to move over rough or hot rocks and sand. Scales on a fish help it to swim smoothly through the water. Many different kinds of animals have scales. Let's take a closer look at scales.

[*Display a close-up picture of the scales of a fish.*]



Natalie McNear/flickr/(CC BY-NC 2.0)

ASK: What do the scales in our picture look like? (hard, smooth, curved, etc.)

EXPLAIN: Scales are a characteristic of some animals.

Let's compare the three types of animal coverings we've discussed. We can compare by describing how the animals are similar and different. Remember, when things are similar, they may be like each other, but not the same. When things are different, they are not the same.



[*Display pictures of a bear, parrots, and fish.*]

- Fur, feathers, and scales do similar things for animals. What do they do? (they help protect animals)
- Fur, feathers, and scales also do different things. What do they do that is different? (feathers help birds to fly, scales help a fish to swim, etc.)

RECAP: Today we learned that fur, feathers, and scales are characteristics of some animals that help protect their bodies. These different coverings also help animals do different things like fly and swim.

Scaffolding Tips

Extra support ■ Explain that fur, feathers, and scales can be different colors. As an example, children may be familiar with dogs that have different colors of fur. ■ As children describe the picture of scales, help with vocabulary if necessary.

Enrichment ■ Ask children to think of other animals that have fur, feathers, and/or scales.

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WEEK 13

DAY 1

Exploring Living Things *continued*

Science

Center Activity

Fill a tub or sensory table with water. Provide a variety of toy animals and place them in the water. Encourage children to play with and sort the animals based on their characteristics.

Family Child Care

Take children outside to look for animals. Talk about the animals' coverings. Invite children to draw a picture of an animal and then tell the other children what covers the body of the animal.

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WEEK 13

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will understand the concept of a syllable. Children also will identify and name the letter X.

Key Concepts

New: Divide
Syllable

Materials Needed

- Name cards (see Be Prepared)
- *Letter X card
- *Things That Make Us Feel Better poster (Social-Emotional Week 11, Day 3)
- Chart paper
- Marker
- Children's name cards
- List of children's first names for display to children

*Printables provided

Be Prepared: Prepare for each child a card with his/her first name divided into spoken syllables with dots (see example). If a child has only one syllable in his/her name, his/her card will not have a dot. Also prepare two name cards for demonstration purposes, using a two-syllable name of a classroom pet or a character known to the children on both cards. On one demonstration card print the name divided by spoken syllables; on another demonstration card print the name without syllable designations.

BEGIN: We are learning a lot about words! We know that words have letters, words can rhyme, and we can put two words together to make a new word. Today we are going to learn another thing about words!

EXPLAIN: [*Display demonstration card with name not divided into syllables. Point to the name as you read it.*]

Daisy

This is a name. A name is a word. This name is _____. Let's listen to the name again as I say it slowly.

[*Say the name again as you speak slowly while dividing it and emphasizing syllables. Example: "This name is Dai-sy."*]

The second time I said the name, I divided the name into two parts. The word **divide** means to separate or break up something into smaller parts. I broke up the name "Dai-sy" into its parts. Let's listen again.

[*Say the name again as you speak slowly while dividing it and emphasizing syllables. Pause slightly between the syllables. Clap once for each syllable.*]

This is what the name looks like when it is divided into parts.

[*Display demonstration card with name divided into syllables. Point to each syllable on the card as you say the name slowly.*]

Dai·sy

Let's clap for each part as we say the name slowly.

[*Lead children in saying the name slowly and clapping for each syllable.*]

Each part of a word is called a **syllable**. Let's together say the word syllable: syl-la-ble. All words have syllables. Some words have one syllable. The name Sam has one syllable. Other words have more syllables.

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Understanding Letters *continued*

ACT: Today we are going to say each of our names and clap for each syllable in our name.

Let's look at the first name.

[*Select a two-syllable first name. Display the child's two-syllable name card for all children to see.*]

Whose name is this? This is (child)'s name. I am going to say the name by dividing it into its parts, into syllables. Remember, when we divide something we break it into parts. Let's use our listening ears so we can pay close attention to what we hear.

[*Say the name again as you speak slowly and divide it into syllables. Clap once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.*]

Now let's clap together as we say the name slowly and divide it into syllables.

[*Lead children in saying the name slowly and clapping for each syllable. Again, ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap. Then say the name as you point to each syllable on the card.*]

Let's try another name.

[*Select a one-syllable first name, if available, or another two-syllable first name. Continue with one name at a time, using three- and four-syllable names later in the process. Use all names.*

For each name, begin by displaying the name card and saying the name slowly as you divide it into syllables. Then slowly say the name again as you demonstrate clapping once for each syllable. After you have clapped the syllables in the name, encourage children to say the name with you as you clap the syllables together. Remember to use slow and deliberate claps to help children understand that each syllable gets one clap.]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter X card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter X. We can write the letter X in two ways. We can write the letter X like this.

[*Demonstrate writing an uppercase X at the top of a chart paper.*]

This is an uppercase X.

We can also write the letter X like this.

[*Demonstrate writing a lowercase x at the top of a chart paper.*]

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Understanding Letters *continued*

This is a lowercase x.

There is an animal on our Things That Make Us Feel Better poster that has an X in its name.

[*Display Things That Make Us Feel Better poster.*]



What is this animal? It is a fox! The fox on our poster shows us things to do to make us feel better when we are sad.

The word "fox" ends with the letter x. The letter X is most often found at the end of words instead of at the beginning of words. I will write this word on our chart. I am going to write the word "fox" with a lowercase (small letter) x.

[*Say each letter as you write the word. Emphasize x.*]

Let's all say the word "fox."

[*Invite a volunteer child to point to the letter x in the word "fox."*]

Let's look at the letters in our name. Pop up if you have the letter X anywhere in your name. The letter X might be at the beginning of your name or at the end of your name or maybe somewhere else in your name.

[*Encourage children to look at their name cards. Say the names of children who have an X in their name. If there are children whose name includes the letter X who do not stand, point to the letter X in their name card. Compare the letter X in their name as you hold the letter X card next to their name card.*

If no one in the group has a first name with the letter X, say "No one popped up because no one has a name that has the letter X. There are not many names that have the letter X." Encourage children to look at the displayed list of children's first names. Point to some names. Explain that no one's name has the letter X.]

RECAP: Today we learned something new about words. A word has one or more parts. What are the parts called? (syllables) Some words have one syllable. Other words have two or three or more syllables.

We also learned about the letter X. What is a word that ends with the letter x? (fox)

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Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Explain that sometimes we clap because we like something or we want to thank someone. And sometimes we clap to help us learn something. We clap to learn counting. Now we're clapping to learn about syllables. ■ Draw attention to one clap for each syllable by spreading your arms out wide between each clap. ■ If children have difficulty clapping for each syllable, lightly beat a drum as you break the word into syllables.

Enrichment ■ After saying the name slowly as you divide it into syllables and clapping for each syllable, ask children if they know the number of syllables in the word. ■ Share with children that a common word that begins with the letter X is X-ray.

Center Activity

Provide *animal syllable cards. Encourage children to choose a card and clap the syllables in the name of the pictured animal. Ask children to say the animal name as they clap the syllables in the name.



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Ziva & Amlr/flickr/(CC BY-NC-ND 2.0)





*Printables provided

Family Child Care

Invite all children to clap family pet names. If children do not have a family pet, ask them to think of a name for a pet. Example: "Veronica, your dog's name is Fluffy. Let's clap the syllables in Fluffy's name."

The syllable activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 13

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand that changing the position of items in a group does not change the amount of items in a group. Children will also recognize the numeral two.

Key Concepts

New: Two

Review: Same
Equal
Compare

Materials Needed

20 identical counters

*Large numeral cards 0, 1, and 2

2 identical blocks (same color, shape, size)

*Printables provided

Optional Reading

Over in the Meadow by Olive A. Wadsworth

BEGIN: Today we are going to look at some groups of circles (counters). I am going to lay the circles in a straight line on the table. After I put the circles on the table, please tell us how many circles we have.

ACT: [*Place a set of five identical counters in a line on the table.*]

How many circles are there? How do we know?

Now let's move the circles around.

[*Put counters in a different configuration, such as a circle, two lines (two on top, three on bottom), etc.*]

How many circles are there? How do we know?

Was there a different amount after we moved the circles?

A group of items will have the same amount even if we move the items around.

Let's try it with our group of children. First, let's count how many children are in our group today.

- [*Lead children in counting how many are present, touching each child as you count. When you finish say, "There are ___ children in our group today."*
- *Then arrange children in a straight line.*
- *Count each child, touching each child as you count in the straight line. Repeat the final number.*
- *Explain that the number of children is the same.*]

Now let's look at two groups of circles.

[*Place a group of three counters in a line on the table. Next to this group, place a second group of three counters in a triangle shape.*]

ASK: Here is one group of circles (point to first group). Here is a second group of circles (point to second group).

- How many circles are in the first group? (three) How do we know?
- How many circles are in the second group? (three) How do we know?

EXPLAIN: Both groups have three circles. Neither group has more. They each have the same amount. Remember, when groups have the same amount, they are equal.

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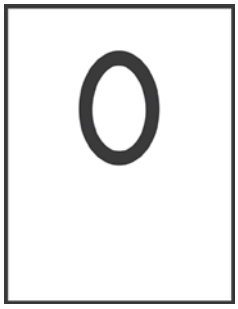
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Counting Things *continued*

ACT: [*Repeat this activity with <u>two groups of the same amount</u> arranged differently. Each time you move the counters, place them in a different configuration. They can be in a triangle, two lines, etc. Use the terms "same" and "equal" frequently as you compare the groups.*]

EXPLAIN: Now let's talk about numbers we know. Yesterday we learned what numbers zero and one look like.

[*Display large numeral cards "zero" and "one."*]



ASK:
- How many fingers do we hold up for zero? (We don't hold up any fingers!)
- How many fingers do we hold up for one?

  [*Hold up two fingers.*]
- How many fingers am I holding up?



EXPLAIN: I am holding up two fingers. Let's count them together.

[*Point to each finger as you encourage children to count with you.*]

Number two looks like this.

[*Hold up a large numeral two card.*]

The number **two** means there are two of something. Let's count the dots on the number card.



[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

The number two means there are two things! Please hold up two fingers. Let's count them together.

[*Display a group of two identical blocks and invite children to count with you as you point to each block.*]

ASK: How many blocks are in our group? (two)

[*Display a large numeral one card next to a large numeral two card.*]

EXPLAIN: Let's compare the number one to the number two. Remember, when we compare things, we look for ways they are similar or different.

ASK:
- How is the number one <u>similar</u> to the number two? (both have a straight line)
- How is the number one <u>different</u> from the number two? (number two has a curved line)

RECAP: Today we learned that we do not change the amount of items in a group when we move the items. We also learned what the number two looks like.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ In the opening segment, offer several different configurations of the counters (one configuration at a time) if children seem unclear that changing the position of items in a group does not change the number of items. ■ Point to and count out loud the number of counters before and (again) after you change the configuration to help children understand the number of counters remains the same. Repeat the final number each time you count.

Enrichment ■ Invite children to make two equal groups that are configured differently.

123 Center Activity

Provide children with counters and *small dot cards for numerals 1–10. Invite children to make a group of counters that matches the number of dots on each card.

*Printables provided

Family Child Care

Invite children to compare groups using outdoor toys. Line up toys (balls, chalk, shovels, etc.) in two lines. Invite school-age children to move items out of the line. Encourage younger children to determine which group has more toys. Try the activity again and encourage younger children to determine which group has fewer toys. You may also wish to strengthen children's understanding of "equal" by encouraging school-age children to move out the same number of toys from each group. Remind children that "equal" means they are the same.

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WEEK 13

DAY 2

Focusing & Remembering

Self-Regulation

3–5 YEARS

Be Prepared: If time permits, offer *Conducting an Orchestra* from Week 13, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Conducting an Orchestra* from Week 13, Day 1. The game for today may be less challenging when offered again at a later point.

Large Group

Skill and Goal

Executive function

Children will regulate their behaviors in response to changes in visual, oral, and aural prompts.

Key Concepts

Review: Focus

Materials Needed

Orange circle and purple circle cut from construction paper

Blue circle and yellow circle cut from construction paper (see Enrichment tip)

BEGIN: Today we will play a game we've played before. We will play *Orange Circle, Purple Circle*. This game helps us learn how to focus our attention on what we are expected to do. We know that when we focus on something, we concentrate on it.

ACT: [*Display an orange circle and a purple circle.*]

Let's clap when we see the orange circle and stop clapping when we see the purple circle. Let's practice.



[*Hold up the orange circle for a few seconds and encourage children to clap their hands. Then hold up the purple circle and encourage children to stop clapping their hands.*]

We know how to change the game and do different movements for each colored circle.

Let's try clapping when we see the purple circle, and stomping when we see the orange circle. We will stop when I put both circles behind my back.

[*Hold up the purple circle for a few seconds and encourage children to clap their hands. Then hold up the orange circle and encourage children to stomp. Do this several times. If children readily follow the changes, vary the timing of holding up the action circle. Example: hold up orange circle for 10 seconds, then hold it up for five seconds, etc.*]

What did we do when I put both circles behind my back? (stopped)

We just clapped when we saw the purple circle and we stomped when we saw the orange circle.

Let's play our game one more time. This time we are going to change the rules of the game. We will clap when we see the orange circle and stomp when we see the purple circle.

- What do we do when we see the purple circle? (stomp)

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Focusing & Remembering *continued*

Self-Regulation

- What do we do when we see the orange circle? (clap)
- What do we do when I put both circles behind my back? (stop)

Let's practice!

[*Continue playing the game as you hold up the orange circle and purple circle. Be sure to clearly say, "Orange Circle!" and "Purple Circle!" when you hold up the circles for all to see. Hold up each one for several seconds. Then put both circles behind your back.*]

RECAP: Today we played *Orange Circle, Purple Circle* again. We paid close attention to what we were expected to do and remembered new rules.

- How did we know what to do during the games? (looked at circles)
- Why did we need to pay close attention? (because the circle colors changed)
- Was it difficult to focus on the changing circles?

Scaffolding Tips

Extra support ■ Omit one or more of the changes in game rules if children seem overly challenged by the changes. ■ If children need an additional visual reminder of the action to be completed, perform the action as you change the circles. Example: When holding up the orange circle, clap your hands also.

Enrichment ■ If children easily grasp the rule changes for the game, hold up each circle for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle, Purple Circle*: Stomp for purple, clap for orange, tap knees for blue, and tap nose for yellow. Children will stop when circles are placed behind your back.

Center Activity

Provide an orange circle and purple circle. Invite children to continue playing *Orange Circle, Purple Circle*. Encourage children to take turns holding the circles and naming the action to be done each time.

Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

The *Orange Circle, Purple Circle* game is an adaptation of the "Red Light, Green Light" game 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.

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WEEK 13

DAY 2

Exploring Living Things

Science

Be Prepared: Discuss three or four of the activity plan's five animals if time is limited. The last segment of the activity (comparing characteristics) is important.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand similarities and differences in parts of animals' bodies.

Key Concepts

Review: Record

Materials Needed

Chart paper

Marker

*5 pictures as shown

*Printables provided

Optional Reading

Who Has This Tail? by Laura Hulbert

BEGIN: We are learning how animals can be similar and different. Yesterday we learned about fur, feathers, and scales. Today we will talk about some other parts of animals' bodies.

ASK:
- What are some other parts of our bodies? (nose, hand, foot, etc.)
- What do these parts of our body help us do? (to smell, to hold things, to walk, etc.)

ACT: We are going to look at pictures of different animals and talk about parts of their bodies. I will record what we discuss on this chart. Remember, when we record something we write it down.

[*Display chart paper.*]

I will write "Parts of Animals' Bodies" at the top of our chart. I will write on our chart the names of the parts we discuss.



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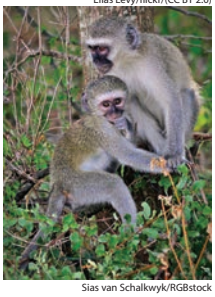


Elias Levy/flickr/(CC BY 2.0)

[*Display one at a time the pictures of parrots, turtles, tiger, shark, and monkeys. Use the following format for each picture:*]

- This is a picture of _____.
- What parts of the _____'s body/bodies do you see in this picture?

[*Invite child(ren) to point to the part of the body identified in the picture. Restate the name of each part as you write it on the chart.*]



Sias van Schalkwyk/RGBstock

EXPLAIN: We have listed many parts of animals' bodies. I am going to say and point to each name of a body part on our chart.

[*Read again and point to each body part listed.*]

Now let's talk about how the animals use some parts of their body.

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WEEK 13
DAY 2

Exploring Living Things *continued*

Science

ACT: [*Read and discuss one part at a time. Example: "This word says 'wings.' How might an animal use wings?" Point to the part in one or more animal pictures when you describe each part. Discuss as many parts of animals' bodies as time permits.*]

EXPLAIN: We are learning how animals can be similar and different. Let's think about the five animals and the parts of their bodies we talked about today.

[*Display photos of five animals. Focus discussion on parts of bodies written on the chart and the five animals considered today.*]

ASK:
- What parts of a body do all of the animals have? (eyes, tails, mouths, etc.)
- What parts of a body do only some of the animals have? (turtle has a hard shell, shark has fins, parrot has wings, etc.)

RECAP: Today we looked at pictures of five different animals and named some of the parts of their bodies. We also talked about how animals use different parts of their bodies. Do all animals have the same parts? (no)

Scaffolding Tips

Extra support ■ In the opening segment, children may benefit from a reminder of parts of our bodies used for each of our five senses (Weeks 3 and 4).

Enrichment ■ Encourage children to name other animals that have some of the same parts written on the chart.

Center Activity

Arrange to have a class pet for a couple of weeks, if you do not already have one (if available). Fish, guinea pigs, birds, and rabbits are all good choices. Encourage children to visit the animal during center time and talk about its characteristics.

Family Child Care

Gather as many stuffed animals as possible. When you call out a part of a body, encourage children to find a stuffed animal with that body part.

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WEEK 13

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

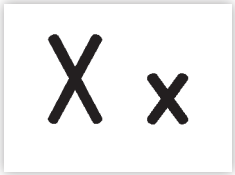
Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [*Display letter X card.*]

What is the name of this letter?

[*Point to the uppercase letter X on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter X?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter X card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 13

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large/Small Group

Skill and Goal

Number knowledge

Children will form a group of a specified quantity and compare the quantity to a different group. Children also will recognize the numeral three.

Key Concepts

New: Three

Review: Equal
More
Two

Materials Needed

Basket of 10 play food items

*Small dot cards 4–10

*Large numeral cards 2 and 3

3 identical blocks (Extra Support tip)

*Printables provided

BEGIN: Let's pretend we are shopping at a grocery store. We will use our dot cards to determine how many items each of us can buy.

EXPLAIN: [*Place dot cards face down on the table so the dots cannot be seen.*]

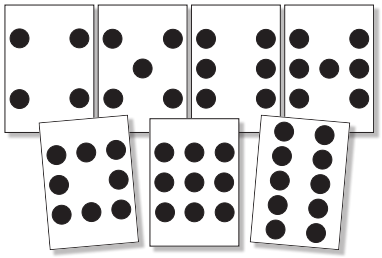
First we will choose a dot card. Then we will turn over our card and count the number of dots.

[*Choose one dot card. Turn over the card and count the dots as you point to each.*]

Now we will choose the same number of food items from the basket.

[*Count out the same number of play food items from the basket and place them next to the dot card.*]

We have ___ food items. This is the same as ___ dots on our card. The number of food items and the number of dots on our card are equal. Remember, when groups have the same amount, they are equal.

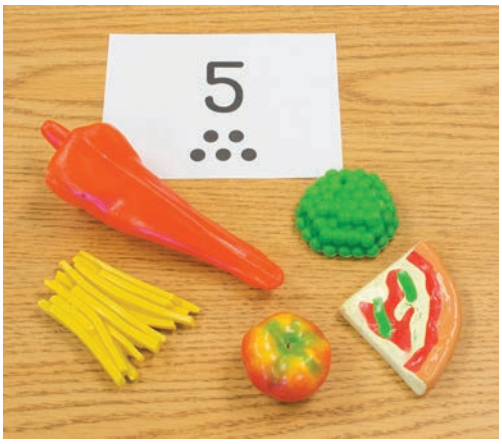


Now another person will choose a dot card, count the dots, and then count the same number of play food items from the basket.

ACT: [*Invite a volunteer child to choose a card, count the number of dots, and then select and count the same number of play food items.*]

Let's decide which group has more food items. We know that if a group has more, it has a larger or bigger amount of something.

[*Place both groups of food items separately on a table so children can see each group. Ask children to tell which group has more items. How do we know? Return the play food items to the basket. As time permits, continue the activity with pairs of children (with each child picking a card, counting the dots, and forming a group of food items). Encourage children who are unable to take a turn to do this activity in today's math center.*]



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WEEK 13
DAY 3

Counting Things *continued*

123 Mathematics

EXPLAIN: Yesterday we learned what number two looks like.



[*Display a large numeral two card.*]

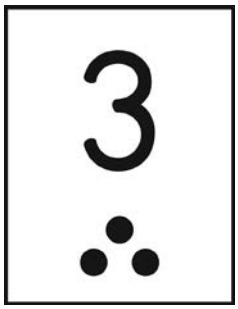
Number two means that there are two of something.

ASK:
- How many fingers do we hold up to show two? Let's hold up two fingers!

  [*Hold up three fingers.*]
- How many fingers am I holding up?

EXPLAIN: I am holding up three fingers. Let's count them together.

[*Point to each finger as you encourage children to count with you.*]



Number three looks like this.

[*Hold up a large numeral three card.*]

The number **three** means there are three of something. Let's count the dots on the number card.

[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

The number three means there are three things! Please hold up three fingers. Let's count them together.

[*Display a large numeral two card next to a large numeral three card.*]

Let's compare the number two to the number three.

ASK:
- How is the number two <u>similar</u> to the number three? (both have curved lines)
- How is the number two <u>different</u> from the number three? (only number two has a straight line)

RECAP: Today we pretended to go grocery shopping. We each chose a card that told us how many grocery items we could pretend to buy. Then we compared our group of food items to another child's group of food items to see which group had more items. We also learned what the number three looks like.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Use cards with fewer dots if you anticipate many children will have difficulty engaging in the counting and comparison tasks with larger quantities. ■ Display a group of three identical blocks and invite children to count with you as you point to each block. Ask how many blocks are in the group.

Enrichment ■ As an alternative to asking which group has more food items, ask which group has fewer items. ■ Encourage children to determine which group has more (or fewer) just by looking at the dot cards. Encourage children to explain how they know.

123 Center Activity

Provide *small dot cards for numerals 4–8 and play food items used during today's activity. Encourage children to choose items that match the number of dots on the dot cards chosen and compare amounts in each group.

*Printables provided

Family Child Care

Invite school-age children to help make a snack while using one-to-one correspondence. Provide food items for a sandwich made from crackers and encourage children to make a given number of snacks. Example: Each snack will require two crackers, one slice of cheese, and a piece of deli meat. Ensure children count out items as they make each snack.

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WEEK 13

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel bored.

Key Concepts

New: Bored
Imagination

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Paper

Craft roll

Toy car

Cup

Block

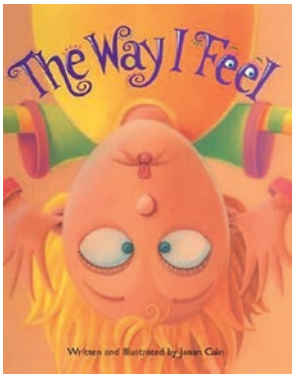
Also Promotes

Self-Regulation

*Printables provided

BEGIN: Have you ever felt bored? Tell us about it.

ACT: I am going to read the page in our book *The Way I Feel* that tells us about being bored.



EXPLAIN: The boy in the book is bored because it's raining outside and he can't go out and play. We may feel **bored** when we do not have anything we want to do or when we are tired of what we are doing.

[*Display book pages on feeling bored.*]

ASK: What do you notice about the boy's face and body? (not smiling, frowning, looking out the window at the rain, curled up on the chair)



ACT: Let's take a look at our poster and see if we can find a child who looks bored.

[*Invite children to point out on the poster which child looks bored. Discuss facial features and body postures that children associate with being bored.*]

EXPLAIN: It is not fun to feel bored. One thing we can do when we feel bored is use our imagination to think of something fun to do.

ASK: What do you think it means to use our imagination?

EXPLAIN: We can think of new or pretend things when we use our **imagination**. We can pretend to be whatever we want! I could pretend I am a princess/prince. We can also use things in our classroom or in our home and pretend they are different things. We could make a blanket fort and pretend it is our castle.

ASK: How could we use our imagination if we were bored and wanted something to do?

ACT: [*Display paper, craft roll, toy car, cup, and block.*]

I have one piece of paper, a toy car, a block, a cup, and a craft roll.



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Understanding Feelings *continued*

Social-Emotional

Do these items look very fun?

We could get bored if this was all we had to play with. But we will not get bored if we use our imagination! Let's use our imagination to think of things we could do with all five of these things. We can pretend each of these things is something different and fun!

We could fold the piece of paper and pretend it is a road. Then we could pretend to drive the car on the road. The block could be a big rock in the road, and the cup could be a mountain next to the road. We could use the craft roll as a tree!

[*Demonstrate as you fold the paper into a narrow strip and place the block on the paper and the cup next to the paper. Pretend to drive the car down the road while jumping over the rock and driving by the tree.*]



What are some other ways we could pretend these things are something else?

[*Encourage children to think of things they could do with the five items. Invite volunteer children to demonstrate their ideas. Example: A child imagines the items as items to purchase at a store. He/she demonstrates the idea by pretending to drive the car to the store and then names what each item is as he/she pretends to purchase it.*]

RECAP: Today we learned what it means to be bored. Let's all of us show what bored can look like. What can we use if we are bored? (our imagination)

Scaffolding Tips

Extra support ■ If children have difficulty thinking of things to do with each item, give suggestions if absolutely necessary. ■ Remind children that when we pretend, we make believe we are a different person or we make believe a toy we are playing with is something different (introduced in Week 1, Day 2).

Enrichment ■ Name an item and ask children to think of what they could do with it if they were bored. Example: "What could we do with an empty cereal box?" (make a home for a stuffed animal, make a parking garage for cars, make a musical instrument, etc.)

Center Activity

Provide a blanket and several chairs. Encourage children to use their imagination to put the blanket and chairs to use.

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WEEK 13

DAY 3

Understanding Feelings *continued*

Social-Emotional

Family Child Care

Pair an older child with a younger child and encourage them to think of things to do with several items. Encourage both children to use their imaginations. Invite pairs of children to share their ideas.

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WEEK 13

DAY 3

Exploring Living Things

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand similarities and differences in how animals move.

Key Concepts

New: Move

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

From Head to Toe by Eric Carle

BEGIN: We are learning how animals are similar and different. Today we will talk about how animals move. When we **move** we go from one place to another place.

ASK: What are some of the ways we can move our body? (walk, run, swim, climb, skip, crawl, jump)

EXPLAIN: Some animals can move their bodies the same ways people can move their bodies.

ACT: [*Display pictures of each animal. State the animal's name as you show its picture.*]


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Tambako The Jaguar/flickr.com/(CC BY-ND 2.0)


Paul Buxton/flickr.com/(CC BY-NC-ND 2.0)


Elias Levy/flickr.com/(CC BY 2.0)

We have pictures of four different animals. Let's think about the different ways each of these animals can move.

- Which of the four animals can move by walking? (parrot, turtle, tiger)

  [*Discuss each animal and how it can move by walking.*]
- Which of the four animals can move by running? (tiger)

  [*Discuss the tiger and how it can move by running.*]
- Which of the four animals can move by swimming? (turtle, shark, tiger)

  [*Discuss each animal and how it can move by swimming.*]
- Do these animals move in more than one way? (a turtle can walk and swim; a tiger can run, swim, and walk; a parrot can walk and fly)
- Which animal can move in only one way? (shark)

Let's move around like the animals we discussed.

[*Invite children to stand in a large open area or outside. Hold up one of the four pictured animals and encourage children to move like the pictured animal. If time permits, encourage children to move in each of the ways the animal can move.*]

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WEEK 13

DAY 3

Exploring Living Things *continued*

Science

RECAP: Animals move in different ways. Today we compared the ways some animals move. We even moved like animals. What was your favorite way to move like an animal?

Scaffolding Tips

Extra support ■ Demonstrate (pretend) swimming when introducing the three types of movements discussed today. ■ Review some parts of animals' bodies for children who are learning the names of body parts. ■ Children may not know how some of the pictured animals can move. Point to and name the pertinent part of an animal and ask how this part might help the animal move. Example: "Look at the long legs of the tiger. What would these long legs help a tiger do?" (run, swim, walk)

Enrichment ■ Encourage children to look at the feet of the animals in the pictures. How are they the same and different?

Center Activity

Provide several nonfiction books about the class pet (or another animal if you do not have a class pet). Keep the books in the area near the pet. Encourage children to look at the books to learn more about the pet.

Family Child Care

Play animal charades with children seated in a large circle. One child in the center of the circle imitates the way an animal moves without telling the other children which animal he/she is pretending to be. If children are unable to guess, additional clues could be given, such as the sound the animal makes, what it eats, its color or body covering. The child who guesses correctly trades places with the child in the center.

This activity plan is informed by the following source: Hislop, T., Morgan, E., & Cook, J. (2002, August 08). *Animal movements*. Retrieved from http://www.uen.org/Lessonplan/preview.cgi?LPid=621

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WEEK 13

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their understanding of syllables. Children also will understand the name and sound of the letter X.

Key Concepts

Review: Divide
Syllable

Materials Needed

Demonstration name cards used on Day 2

Name cards used on Day 2

*Letter X card

Chart from Day 2

*4 letter X picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names

*Printables provided

Revised: 12/1/2025

Be Prepared: Each week that introduces a letter offers four picture cards on Day 4. The picture cards show different items that begin with the week's target letter. This week's picture cards end with the target letter X. Select two of the four cards to include in the activity. Pictures of items that are likely to be familiar to some or many children in your group are best. You may wish to use the other two cards as Extra Support (see Scaffolding Tips).

BEGIN: On Day 2 we learned that words can be divided into parts. Remember, when we divide something we break it into smaller parts. What do we call each part of a word? (a syllable) We know that some words (names) have only one syllable. Other words have more syllables.

ASK: What words did we divide into syllables on Day 2? (our names)

EXPLAIN: Today we are going to divide our names into syllables again by clapping.

ACT: [*Display the card with the two-syllable name of a familiar pet or character used on Day 2. Use the name that is divided into syllables.*]

Remember, the name written on this card is _____. Let's clap once for each syllable in _____.

[*Lead children in clapping once for each syllable.*]

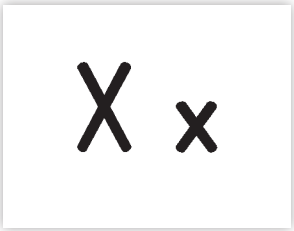
Now we will practice clapping syllables for our own names.

[*Call on each child, one at a time, to read his/her name card. Say the name again as you speak slowly and divide it into syllables. Lead children in clapping once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.*]

EXPLAIN: Let's learn more about the letter X.

[*Display letter X card.*

If a child(ren) whose name includes the letter X was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter X when you say the name.



Invite the child to show his/her name card so all children can see it. Encourage the child to point to the letter x in his/her name. Explain the location of the letter (beginning, end, or middle part of name).]

ASK: What is our word that ends with the letter X? (fox)

ACT: The letter X says /ks/, just like at the end of the word "fox." /ks/, /ks/, fox. Let's say that together: /ks/, /ks/, fox.

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Understanding Letters *continued*

I have two pictures of things that end with the letter x. Remember, the letter X is most often found at the end of words, instead of at the beginning of words.



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Douglas Porter/flickr/(CC BY-NC-ND 2.0)



brittgow/flickr/(CC BY 2.0)



[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says box. The letter x is at the end of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that end with the letter X and write them on our chart. Remember, the letter X says /ks/, /ks/.

[*Help children by suggesting other words that end with x. Examples: wax, relax, mix, fix.*

Invite one or more volunteer children to find the letter x in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter X on your chart paper.]

We use two lines to make an uppercase X. The lines cross each other like this.

[*Give each child his/her letter journal.*]

Now we are going to write the letter X in our letter journal. Please write the uppercase (big) letter X in your journal. Write as much of the letter as you can.

RECAP: Today we clapped the syllables in our names again.

We also learned that the letter X says /ks/, just like at the end of the word "fox." We made the uppercase (big) letter X in our letter journal. Let's say together the sound the letter X makes (/ks/).

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Understanding Letters *continued*

Scaffolding Tips

Extra support ■ If children have difficulty clapping for each syllable, encourage children to lightly tap their knees as you break the word into syllables. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite children to clap the syllables in 2–3 X words listed on the letter X chart. ■ Some children may be interested in your demonstrating and describing how to make a lowercase x. Example: "We also use two lines to make a lowercase x. The lines cross each other like this. A lowercase x looks like an uppercase X, but it is smaller."

Center Activity

Provide children with name cards used in today's activity. Encourage children to say each name as they clap each syllable.

Family Child Care

Prepare a lunch or snack with items that have varying numbers of syllables. Examples: cracker, cheese, pretzels, celery. Encourage children to clap the syllables in the name of each item. Example: "Let's clap the syllables in the word cracker." Invite school-age children to prepare a written menu that includes foods with different numbers of syllables. Encourage children to write menu items with different numbers of syllables on each page. For example, write menu items with one syllable on page one, write menu items with two syllables on page two, etc. Invite children to draw pictures of each item if they wish.

The syllable activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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WEEK 13

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will compare groups of different amounts. Children will also recognize the numeral four.

Key Concepts

New: Four

Review: Equal
Divide
Three
Fewer

Materials Needed

*Large numeral cards 2, 3, and 4

4 identical blocks (Extra Support tip)

*Printables provided

Optional Reading

Counting Crocodiles
by Judy Sierra

BEGIN: We are learning how to compare groups. We know that groups are equal when they have the same number of items. Let's use both of our hands and hold up two groups of fingers that are the same.

[*Lead children in holding up two groups of two fingers and then two groups of four fingers. Use the words "same" and "equal" to describe the groups.*]

EXPLAIN: Today we will practice comparing groups by dividing children in our classroom into two groups. We know that divide means to separate or break up something into smaller parts.

ACT: [*Arrange two groups of children so that they are sitting in two lines parallel to each other.*]

How many groups do we have? (two)

I am going to tap some children on the shoulder. If I tap you on the shoulder, please quietly stand up. When I have finished tapping some children on the shoulder, we can decide which group has more children standing. Let's practice first.

- [*Gently tap <u>two</u> children in one group, and <u>five</u> children in the second group.*
- *Ask: "Which group has <u>more</u> children standing? How do we know?" Invite children who are standing to sit down.*
- *After this practice, ask children to close their eyes as you quietly tap some more children to stand. After you have tapped a different number of children in each group, ask children to open their eyes.*
- *Ask: "How many children are standing in each group?"*
- *Ask: "Which group has <u>fewer</u> children standing? How do we know?" Remind children that when something has fewer, it has a smaller amount of something.*
- *In a final version of this activity, tap the same number of children in each group. Use the words "same" and "equal" to describe the two groups.*]

EXPLAIN: Now let's talk about a number we know. Yesterday we learned what number three looks like.

[*Display a large numeral three card.*]

Number three means that there are three of something. Let's count the number of dots on the number three card.



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Counting Things *continued*

[*Invite children to count the number of dots.*]

ASK: [*Hold up four fingers.*]

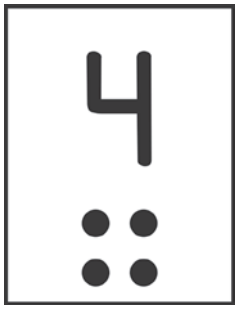
How many fingers am I holding up?

EXPLAIN: I am holding up four fingers. Let's count them together.

[*Point to each finger as you encourage children to count with you.*]

Number four looks like this.

[*Hold up a large numeral four card.*]



The number **four** means there are four of something. Let's count together the dots on the number card.

[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

The number four means there are four things! Please hold up four fingers. Let's count them together.

[*Display a large numeral two card next to a large numeral four card.*]



Let's compare the number two to the number four.

ASK:
- How is the number two <u>similar</u> to the number four? (both have straight lines)
- How is the number two <u>different</u> from the number four? (number two has a curved line and number four does not have a curved line)

RECAP: Today we practiced comparing groups and deciding which of two groups had more or fewer children standing. What are two groups called that have an equal amount? (same) We also learned what the number four looks like.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Select a high-contrast number of children (eight versus two) to accentuate the comparison of groups of children standing. ■ If it is difficult for children to see how many children in their line (group) are standing, encourage children to count the number of children standing in the other line (group). Line A counts Line B; Line B counts Line A. ■ Display a group of four identical blocks and invite children to count with you as you point to each block. Ask how many blocks are in the group.

Enrichment ■ Encourage children to compare larger groups of similar sizes. ■ As an alternative to asking which group has fewer children standing, ask which has more children standing. ■ As an alternative to asking about the number of children standing, invite children to determine which group has fewer (or more) children sitting. ■ In the reminder of the meaning of the word divide, explain that we also are learning how to divide words into parts (syllables).

123 Center Activity

Provide manipulatives and *small dot cards. Encourage children to choose two dot cards and make two groups of items that match the number of dots on each dot card. Then encourage children to compare the two groups to see which group of items has more (or fewer).

*Printables provided

Family Child Care

Encourage children to continue today's activity using toys outdoors. Line up toys in two lines. Invite older children to move items out of the line. Encourage younger children to compare the remaining groups of toys.

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WEEK 13

DAY 4

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand the concept of neighborhood.

Key Concepts

New: Neighborhood

Review: Home

Materials Needed

*1 picture as shown

Places in My Neighborhood by Shelly Lyons

Also Promotes

Language/Literacy

*Printables provided

BEGIN: [*Display picture of a home.*]

What do we see in this picture?

We know that a home is a place where people live.

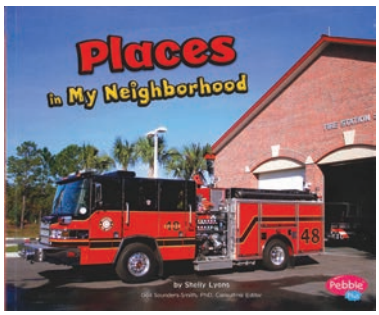


Daniel Case/wikimedia/(CC BY-SA 3.0)

Homes are located in a neighborhood. Our **neighborhood** includes all of the places near our home. Let's say together the word neighborhood: neigh-bor-hood.

EXPLAIN: There are different kinds of neighborhoods. Some neighborhoods have lots of places to go to. Some neighborhoods have only houses.

[*Display book cover.*]



We are going to read a book about a neighborhood. The book is called *Places in My Neighborhood*. Our book will tell us about some of the places that can be found in a neighborhood. The author of our book is Shelly Lyons. All of the pictures in our book were taken with a camera.

ACT: [*As you read the book, pause to describe pictures and respond to children's questions or comments.*]

ASK: What are some places in <u>your</u> neighborhood? Tell us about them.

RECAP: Each of us lives in a home that is in a neighborhood. Tomorrow we will learn more about places in a neighborhood.

Scaffolding Tips

Extra support ■ In the opening discussion of a home, remind children that people live in different types of homes (Social Studies Week 10).

Enrichment ■ Ask children if they have ever taken a walk around their neighborhood. Encourage children to describe what they saw.

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WEEK 13

DAY 4

Exploring Where We Live *continued*

Social Studies

Center Activity

In the housekeeping center, include items that can be found in places in a neighborhood. Examples: books for a library or school, food for a store, medical items for a hospital.

Family Child Care

Take children on a walk through your neighborhood. Describe different places you see, especially places included in the book *Places in My Neighborhood* by Shelly Lyons. Encourage children to share what they know about each place.

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WEEK 13

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand the importance and characteristics of rest, including sleep.

Key Concepts

New: Rest
Sleep

Review: Exercise

Materials Needed

None

Also Promotes

Self-Regulation

Optional Reading

The Napping House by Don and Audrey Wood

Time for Bed by Mem Fox

BEGIN: We are learning how to keep our bodies healthy. Last week we learned that exercise keeps our muscles strong and healthy.

We exercised by running in place.

ASK: How did our bodies feel after we ran in place? (heart was beating faster, breathing faster)

ACT: Let's run in place for one minute to see how our bodies feel. Remember, running in place means we stay in our personal space.

ASK:
- How do our bodies feel now?
- How would our bodies feel if we ran for a long time? (tired)
- What should we do when our bodies get tired? (rest)

EXPLAIN: We **rest** by taking a break from what we are doing and relaxing our bodies. We gave our body a rest when we stopped running in place.

There are different ways we can rest our bodies. We can rest by sitting or lying down. This gives our legs and feet a break from holding up our body when we are standing or moving.

We can rest our bodies by taking a nap or lying quietly. We go to sleep when we take a nap. We rest our bodies every day in our classroom by taking a nap or lying quietly.

[*Encourage children to describe how rest time works in your classroom. Examples: "When do we have rest time in our classroom?" "How do we know it is time to rest?" "What happens during rest time in our classroom?"*]

Going to sleep can give our body a long rest. When we **sleep**, our eyes are closed and our mind and muscles are relaxed. We do not pay attention to what is going on around us when we are asleep. Our body takes a break from thinking and doing things.

ACT: We know how to pretend we are sleeping. Let's all pretend to be sleeping.

ASK:
- How does your body feel after you take a nap or sleep all night?
- It can take time for our body to wake up from a nap or from a long sleep. Do you usually wake up quickly or slowly from a nap or sleep?

[*Encourage children to describe what happens when children end rest time in your classroom. Does everyone get off their cot quickly? Why not?*]

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WEEK 13

DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

EXPLAIN: Thinking and doing things for a long time can make us feel tired. We need to rest so our bodies stay strong and are ready to think and move. We can have trouble thinking and doing things if our bodies are tired. We can stay healthy by giving our bodies a rest during the daytime and by sleeping every night.

RECAP: Our bodies can stay healthy and strong by taking a break from thinking and doing things. We call this break a rest. We have rest time in our classroom every day. Going to sleep gives our body a long rest. What is our body like when we sleep? (eyes are closed, do not pay attention to what is going on around us, muscles and mind are relaxed)

Scaffolding Tips

Extra support ■ Describe a recent example of children getting tired from an activity in your classroom. Example: "Remember when Jillie and Estephan raced each other outside. They raced for a very long time. How did Jillie and Estephan feel after they raced each other?" ■ Invite children to open their mouth as wide as they can and hold it open as long as they can. Ask children whether the muscles in their mouth are getting tired and need a break from being stretched and held in the same position.

Enrichment ■ Encourage children to think of other activities that might make them feel tired.

Center Activity

Provide books related to the theme of sleep, such as *Goodnight Moon*, *Dr. Seuss's Sleep Book*, *Bedtime for Frances*, and/or *Froggy Goes to Bed*.

Family Child Care

Read the book *Froggy Goes to Bed* by Jonathan London. After you read the story, encourage children to pretend to get their stuffed animals or dolls ready for bed.

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WEEK 13

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter X.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter X card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter X card.*]

X x

What is the name of this letter? What sound does the letter X make?

Letter X says /ks/, just like at the end of the word "fox." /ks/, /ks/, fox. Let's together say /ks/, /ks/, fox.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 13

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will compare groups comprised of different amounts of items. Children will recognize numerals 1, 2, 3, and 4.

Key Concepts

Review: Equal

Materials Needed

*Large numeral cards 1, 2, 3, and 4

4 identical blocks

*Large dot card with 5 dots

Play food

Basket

*Large dot card with more than 5 dots

*Printables provided

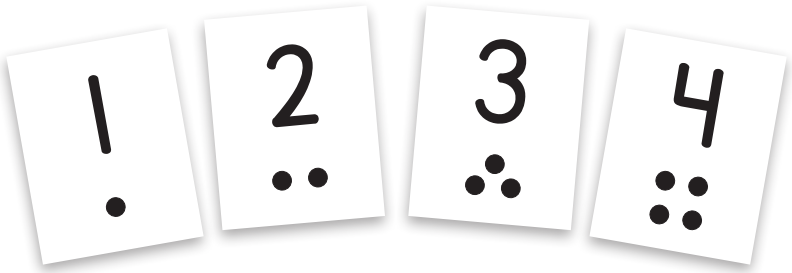
BEGIN: This week we learned many things about numbers. Let's talk about some of the things we know.

We know what numbers 1, 2, 3, and 4 look like.

ASK: [*Display large numeral cards 1, 2, 3, and 4, one at a time, and ask the following questions about each displayed numeral:*]

- What number is this? Please show us that number on your fingers.
- Check with the person next to you. Do you both have the same number of fingers up?
- Let's count together the number of dots on the card.

[*Point to each dot as you lead children in counting.*]



EXPLAIN: We know how to compare groups of items. We can determine which group has more or fewer items.

ASK: [*Hold up a group of three fingers and a group of five fingers.*]

- Which group of fingers has more?
- Which group of fingers has fewer? (three) How do we know?
- What is it called when two groups have the same amount? (equal)

EXPLAIN: We also know that when we move items in a group, the group still has the same number of items. Let's practice with a group of blocks.

ASK: [*Arrange four identical blocks in a line, with space between each block.*]

- How many blocks are in our group? (four) How do we know?

  [*Move the blocks into the shape of a square.*]
- How many blocks are in our group now? (four)
- Did the number in our group change when I moved the blocks? (no, it stayed the same)

EXPLAIN: This week we pretended to go shopping. We counted the same number of food items as the number of dots on a card. Let's try it again.

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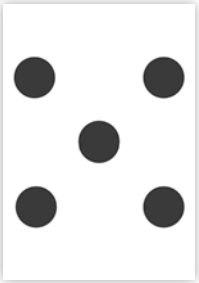
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WEEK 13
DAY 5

Counting Things *continued*

123 Mathematics

ACT: [*Display a card with five dots.*]



How many dots are on this card? (five)

[*Display basket of play food items.*]

Let's choose the same number of food items from our basket.

[*Invite a volunteer child to count out the same number of food items from the basket. Display a card with more than five dots and invite children to count the number of dots as you point to each. Invite a different volunteer child to count out the same number of food items from the basket.*]

Which group has fewer food items? How do we know?

RECAP: This week we practiced comparing groups and finding which group has more or fewer. We are also learning more about numbers one, two, three, and four.

Scaffolding Tips

Extra support ■ As an additional experience in determining which group has more (or fewer), line up a group of boys and a group of girls facing each other. Invite each boy and girl across from each other to shake hands or give a "high five." Which group has more children (who cannot shake the hand of a child in the other group)?

Enrichment ■ After children count out two groups of food items from the basket, ask children how many more food items would be needed in the smaller group to make the two groups equal?

123 Center Activity

Provide small cups and 3–4 manipulatives of different types (counters, large buttons, pom-poms, beads, etc.). Encourage children to sort the manipulatives into the cups, with each cup holding a different kind of manipulative. Encourage children to determine which group (cup) has more or fewer. Are any of the groups equal?

Family Child Care

Encourage school-age children to read *Sort it Out!* (Arbordale Collection) by Barbara Mariconda and sort a variety of buttons by different attributes. Examples: shape, size, color, number of holes. Invite children to count the number of buttons in each group and determine which group has more (or fewer).

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WEEK 13

DAY 5

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand places that may be found in a neighborhood.

Key Concepts

Review: Neighborhood

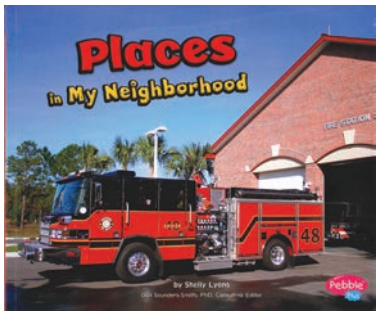
Materials Needed

Places in My Neighborhood by Shelly Lyons

*4 pictures as shown (see Be Prepared)

*Printables provided

Be Prepared: Show and discuss with children the pictures of places in your center neighborhood (see Week 11, Day 5) instead of the *ELM*-provided pictures.



BEGIN: We are learning about neighborhoods. Yesterday we read a book about some of the places that may be found in a neighborhood. What was one of the places described in our book? (fire station, police station, clinic, library, other houses and apartments, grocery store)

EXPLAIN: Today we are going to talk about pictures of places we might find in our neighborhood.



ACT: [*Display each of the provided pictures, one at a time, and use the following procedure with each to encourage children's participation:*

- *Some neighborhoods have a _____.*
- *Have you ever been to (or seen) a _____? What was it like?*
- *How does a _____ help people who live in the neighborhood?*]



RECAP: Today we talked about places we might find in a neighborhood. Which place was your favorite? Why?





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WEEK 13

DAY 5

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ In the opening segment, show selected pictures in the Day 4 book as reminders of places described yesterday. ■ Present pictures in order of children's likely familiarity. Example: Begin with fire station if you anticipate most children know about a fire station. ■ Point out some of the characteristics of the pictured places to strengthen children's familiarity. Example: "A grocery store has signs that tell people where to find certain kinds of food."

Enrichment ■ Invite children to think of other places in their neighborhood that have not been discussed. (bakery, barber, post office, etc.)

Center Activity

Supply *pictures used in today's activity and *Places in My Neighborhood* by Shelly Lyons. Encourage children to match pictures with pictures in the book of the same types of place. The book describes a child's experience at a clinic. Explain to children that a clinic and a hospital both help people stay healthy or get healthy. The book shows more places than the pictures provided for today's activity.

*Printables provided

Family Child Care

Display *pictures used in today's activity, one at a time. Encourage children to think about how they might use one or more of their five senses in each neighborhood place. Example: "This is a fire station. What can we see here? What can we hear here? What can we touch here?"

*Printables provided

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WEEK 13

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Good health practices

Children will understand ways to help their body take a rest.

Key Concepts

Review: Rest
Sleep
Calm
Relaxed

Materials Needed

None

Also Promotes

Self-Regulation

Optional Reading

Sleepy Book by Charlotte Zolotow

BEGIN: Yesterday we talked about how our bodies need to rest. We rest by taking a break from what we are doing and by relaxing our bodies. We can rest by sitting or lying down. We can rest by taking a nap or sleeping for a long time. We know that when we sleep, our eyes are closed and our mind and muscles are relaxed. It is important for our body to take a break from thinking and doing things.

ASK: What kinds of things did you do yesterday to rest your bodies?

EXPLAIN: Sometimes our bodies tell us when we are tired and need a rest. Our legs may start to feel heavy and hard to move when we are running or moving around a lot. This is how our body can tell us to sit or take a break from moving around.

We may yawn and rub our eyes when we feel tired. We may have a hard time keeping our eyes open.

ACT:

- Let's pretend we are tired by yawning and by rubbing our eyes.
- Let's pretend we are having a hard time keeping our eyes open.

EXPLAIN: Sometimes it is easy to fall asleep when we are tired. Our eyes close, and our mind and muscles start to relax. We do not pay attention to what is going on around us when we sleep.

Sometimes it is hard to fall asleep. Our body may be really tired but we may want to keep moving or thinking about things.

ASK: Do you ever have a hard time falling asleep? What happens?

EXPLAIN: We have learned some things to do to calm our minds and our bodies. When we calm our mind, our noisy thoughts get quiet. We know that concentrating on our breathing can help our body feel relaxed. Our body feels calm when we are relaxed.

ACT: Let's practice concentrating on our breathing to help our bodies feel relaxed. As we breathe in and out, let's put our hand on our stomach to feel how it moves as we breathe.

[*Engage children in a brief period of concentrating on their breathing to help their bodies feel relaxed (Self-Regulation Week 10, Day 1).*]

EXPLAIN: During the rest time in our classroom or at home, we may not fall asleep. But we can give our bodies a break from doing things by concentrating on our breathing or doing something quietly.

[*Expand on the above idea by reminding children of your classroom's expectations of how children can use rest time.*]

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WEEK 13
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

RECAP: Today we learned that concentrating on our breathing can help us rest our bodies by making our bodies feel relaxed. We can keep our bodies healthy and strong by taking a break from what we are doing and by resting our bodies.

Scaffolding Tips

Extra support ■ Demonstrate yawning, rubbing your eyes, and having a hard time keeping your eyes open (your head is nodding to the side of your body as you struggle to keep eyes open, etc.). ■ Some children may benefit from a fuller review of breathing strategies (see Self-Regulation Week 10).

Enrichment ■ Invite children to describe a time they have seen someone (such as an athlete) lean against a wall or fence or post, or lean over by putting their hands on their knees after running or playing in a game. Explain that this is a way of taking a short break. ■ Remind children that yoga is a way to calm our minds and relax our bodies. Yoga can help us concentrate on our breathing while stretching our bodies into different poses. You may wish to lead children in doing a yoga pose introduced in Self-Regulation Week 11.

Center Activity

In the housekeeping center provide small boxes, such as shoeboxes, for children to use as beds for dolls/stuffed animals. Also, provide small blankets, pillows, and quiet lullaby music. Encourage children to pretend to put their dolls/animals to sleep. Children may also enjoy books to use in reading a bedtime story to their dolls/animals.

Family Child Care

Celebrate sleepy times with a pajama day. Encourage children to wear their pajamas during the day. Work with parents to make sure the pajamas worn by children do not impede normal movements during the day.

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WEEK 14 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to divide our names into syllables (Days 2, 4)
- The name, sound, written form, and uses of the letter S (Days 2–5)

Mathematics

Making Patterns

- A pattern is something that repeats itself (Day 1)
- How to make a pattern using two colors of cubes (Day 2)
- How to identify patterns around us (Day 3)
- How to make patterns by moving some parts of our bodies (Day 4)
- Reviewing how to identify and make patterns (Day 5)

Self-Regulation

Paying Attention

- How to concentrate on our breathing while stretching our bodies (Day 1)
  - ❍ Practicing two yoga poses

Social-Emotional

Understanding Feelings

- We may feel disappointed when we cannot do something we really want to do or have something we really want (Day 2)
- We may feel excited when we are looking forward to something that will happen soon (Day 3)

Social Studies

Exploring Where We Live

- Creating unique box places in our center neighborhood (Days 4–5)

Science

Exploring Living Things

- Different ways insects use their six legs (Day 1)
- Parts of insects' bodies and how they use them (Day 2)
- Physical characteristics of different insects (Day 3)

Physical/ Health

Moving Our Bodies

- Paying attention to how our body moves when we run and jog (Days 4–5)
  - ❍ *Zig Zag* game (Day 5)

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WEEK 14

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter X.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter X card

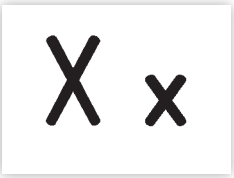
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter X card.*]



The word "fox" ends with this letter. What is the name of this letter?

Letter X says /ks/, just like in the word "fox." /ks/, /ks/, fox. Let's together say /ks/, /ks/, fox.

Who would like to tell us another word that ends with the letter X?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 14

DAY 1

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will understand that a pattern is something that repeats itself.

Key Concepts

New: Pattern
Stripes

Materials Needed

Shirt or some other item with stripes that can be seen at a distance

BEGIN: Today we are going to talk about patterns. A **pattern** is something that repeats itself. Sometimes our clothes have patterns.

EXPLAIN: Let's look at this striped shirt (item). The **stripes** are the lines on the shirt. These stripes are in a pattern.

[*Point out how the stripes on the shirt (or other item) are in alternating colors. Example: "This shirt has stripes in a pattern. Please look at the pattern. Blue, white, blue, white, blue, white. This shirt has a blue, white, blue, white pattern."*]



ACT: Let's together say the pattern as I point to the stripes.

I wonder if any of us have a pattern on our clothes today.

[*Point out different types of patterns on children's clothing, if possible. Patterns may be in stripes, dots, etc.*]

EXPLAIN: We can make a pattern with children in our classroom. We can make a pattern with boys and girls.

ACT: [*Encourage children to line up in a boy-girl pattern in two separate lines so children can see the line they are not part of. When children have finished lining up in a pattern, point to each child as you lead children in saying "Boy, girl, boy, girl," etc. If you have more boys or more girls, invite children who are not part of a pattern to point with you.*]

RECAP: Today we learned that a pattern is something that repeats itself. Let's say the pattern on this shirt (item) again.

[*Lead children in saying the shirt pattern as you point to each stripe.*]

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Making Patterns *continued*

Scaffolding Tips

Extra support ■ If you are able to describe a pattern on a child's clothing, invite several children to help you point to each element of the pattern as you say it together. ■ There may be a pattern in carpeting in your classroom that can be used as an example of a pattern.

Enrichment ■ As you make the boy-girl pattern, invite children to tell what comes next in the pattern.

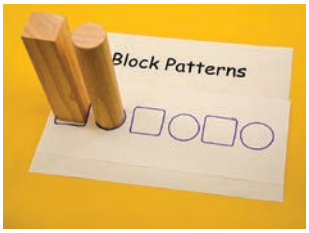
123 Center Activity

In the block center, encourage children to make patterns when building. Example: A road using two shapes of blocks—square, rectangle, square, rectangle, etc. Display the *large number one card and invite children to place blocks on the numeral in a pattern.

*Printables provided

Family Child Care

Invite school-age children in your setting to make pattern puzzles for younger children. On a piece of white paper, encourage children to trace blocks or Legos® in a simple ABAB pattern. Invite younger children to match the correct block/Lego® as they recreate the pattern.



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WEEK 14

DAY 1

Paying Attention

Self-Regulation

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

3-5 YEARS

Large Group

Skill and Goal

Concentrate

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

Key Concepts

Review: Concentrate
Yoga
Pose

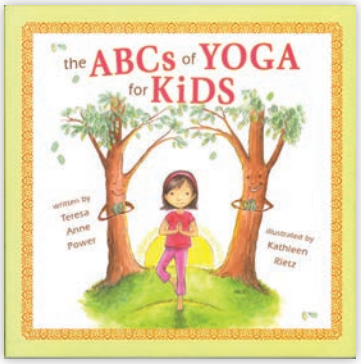
Materials Needed

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 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. Encourage children to feel and squeeze it.*

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 you breathe in and out, put your hand on your stomach to feel how it moves as you 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.

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Paying Attention *continued*

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 11, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.*]

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

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

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Paying Attention *continued*

Self-Regulation

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. 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). 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.

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WEEK 14

DAY 1

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand that an insect is an animal with six legs that can be used in different ways.

Key Concepts

New: Insect

Materials Needed

*5 pictures as shown

Also Promotes

Mathematics

*Printables Provided

BEGIN: We are learning a lot about how animals are living things. Today we will learn about another kind of animal called an insect.

EXPLAIN: An **insect** is an animal that has six legs. Insects are sometimes called bugs.

ACT: Pop up if you like insects.

EXPLAIN: We can tell if something is an insect by counting its legs.

Last week we learned about some other animals with legs.

ASK:
- How many legs does a bear have? (four)
- How many legs does a bird have? (two)

EXPLAIN: Insects are much smaller than a bear or a bird but they have more legs!

Insects are all around us. Let's look at some pictures of insects.

ACT: [*Display pictures of an ant, cockroach, mosquito, and praying mantis. State the name of each insect when you display its picture. Encourage children to count the legs on each picture.*]



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Rainer Hungershausen/flickr/(CC BY-NC-ND 2.0)



Kool Cats Photography/flickr/Used With Permission

ASK: How many legs does each insect have?

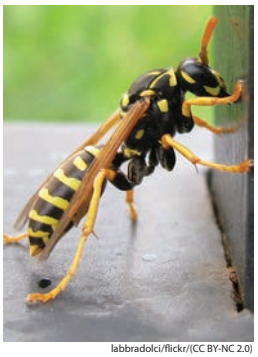
ACT: They each have six legs. Let's together count to six on our fingers.

EXPLAIN: Insects use their legs to move around. There are other ways some insects can use their legs. Some insects can make sounds with their legs when they rub them together. Other insects use sticky parts of their legs to walk on walls or ceilings!

ASK: Can we walk on walls or ceilings with our legs? (No!)

EXPLAIN: An insect's legs are attached to the middle part of its body. Some insects also have wings attached to the middle part of their body.

Let's look at another picture of an insect. We can see how the legs and wings are attached to the middle part of the insect's body.



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Exploring Living Things *continued*

Science

[*Display picture of a wasp. Point out the legs and wings and how they are attached to the middle part of the insect's body.*]

An insect uses the middle part of its body to help it move. Some insects can fly. Some can walk. Some can jump. And some insects can swim. Insects can move in many ways.

ACT: Let's move like an insect!

[*Invite children to move like an insect in an open area of your classroom. Remind children that there are many different ways to move like an insect: fly, walk, jump, swim.*]

RECAP: Today we learned about an animal that has six legs. What is the animal called? Insects use parts of their bodies in many ways. How do insects use their legs? (move, make noise, climb on walls) An insect's legs and wings are attached to the middle part of its body.

Scaffolding Tips

Extra support ■ Point to each of a pictured insect's legs as children count.

Enrichment ■ Some children may be interested in knowing that "thorax" is the name for the middle part of an insect. ■ Ask children to describe their favorite insect. Have they ever held one?

Center Activity

Fill the sensory table or a tub with sand. Supply a variety of plastic insects as well as other plastic animals that can be used in the sand. Encourage children to find the animals and sort them into two groups: insects and non-insects. Provide magnifying glasses to help children learn more about each insect.

Family Child Care

If possible, take a trip outside to look for insects. If children find an insect, invite them to draw a picture of what they remember about it.

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WEEK 14

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will segment words into syllables. Children also will identify and name the letter S.

Key Concepts

Review: Divide
Syllable

Materials Needed

Name cards used in Week 13, Day 2

*Letter S card

Chart paper

Marker

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Last week we learned how to divide our names into syllables. We know the word divide means to separate or break up something into smaller parts. Remember, each part of a word is called a syllable.

EXPLAIN: Today we are going to play a syllable game. Together we will say each of our names. Then we will clap the syllables in our name three times.

- The first time we will say the name while we clap each syllable.
- The second time we will whisper the name while we clap each syllable.
- The third time we will only move our mouths while we clap each syllable.

ACT: Let's practice with _____'s name.

[*Invite a volunteer child to say his/her name. Display the child's name card divided into syllables. Say the name again as you speak slowly and divide it into syllables. Clap once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.*

Invite children to say together the child's name as they clap the syllables.]

Now we will whisper _____'s name while we clap each syllable. Let's use our listening ears as I show you how.

[*Whisper the child's name. Whisper the name again as you speak slowly and divide it into syllables. Clap once for each syllable. Use a deliberate clap.*

Then invite children to whisper together the child's name as everyone claps the syllables.]

Now we will only move our mouth while we clap each syllable. Let's use our looking eyes as I show you how.

[*Silently enunciate syllables in the child's name with only mouth movement. Silently enunciate the name again as you move your mouth slowly and divide it into syllables. Clap once for each syllable. Use a deliberate clap.*

Then invite children to silently enunciate together the child's name as everyone claps the syllables.]

EXPLAIN: When I point to you, please hold up your name card and say your name out loud. Then we will clap your name while we all say your name together.

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Understanding Letters *continued*

ACT: [*Move from child to child as you together clap the child's name in three ways as described above: while saying the name, while whispering the name, while only moving your mouth. Continue until you've clapped each child's name.*]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter S card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter S. We can write the letter S in two ways. We can write the letter S like this.

[*Demonstrate writing an uppercase S at the top of a chart paper.*]

This is an uppercase S.

We can also write the letter S like this.

[*Demonstrate writing a lowercase s at the top of a chart paper.*]

This is a lowercase s.

We are learning about syllables. The word "syllable" begins with the letter s. I will write this word on our chart. I am going to write the word "syllable" with a lowercase (small letter) s.

[*Say each letter as you write the word. Emphasize s.*]

Let's all say the word "syllable."

[*Invite a volunteer child to point to the letter s in the word "syllable."*]

Let's look at the very first letter of our name. Pop up if you have the letter S at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an S at the beginning of their name. If there are children whose name begins with the letter S who do not stand, point to the letter S in their name card. Compare the letter S in their name as you hold the letter S card next to their name card.*

If no one in the group has a first name beginning with the letter S, say "No one popped up because no one has a name that starts with the letter S." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter S.

If a child indicates there is a letter S in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter s that appears somewhere else in a child's name.]

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WEEK 14
DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we clapped our name in three ways. We clapped while saying each name, while whispering each name, and while only moving our mouth.

We also learned about the letter S. What is a word that begins with the letter s? (syllable)

Scaffolding Tips

Extra support ■ In the opening segment's explanation of the syllable game, use your own name to demonstrate the three ways to communicate a word (say, whisper, and move our mouths) without clapping. Then repeat with clapping. ■ Another way to help children learn about syllables is to lead children in lightly tapping their knees for each syllable, rather than clapping. ■ If a child says his/her name in an unclear or quiet manner, restate the child's name so all children can hear the syllables. Point to syllables on the child's name card so all children can see as you say the child's name.

Enrichment ■ After saying the syllables of a name slowly, invite children to tell the number of syllables. Repeat the name, if appropriate. Then encourage children to clap each syllable as they say the name.

Center Activity

Provide *letter picture cards used for letters B, C, O, A, and X. Encourage children to say each word and clap its syllables.

*Printables provided

Family Child Care

Invite children to join you in clapping the number of syllables in each child's last name. Write 2–4 syllable words on index cards and invite school-age children to cut apart words based on the number of syllables. Example: bas/ket.

The syllable activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 14

DAY 2

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will understand how to make an ABAB pattern.

Key Concepts

New: Simple pattern

Review: Pattern

Materials Needed

10 Unifix® cubes per child (10 of blue or 10 of orange)

Also Promotes

Social-Emotional

Optional Reading

Lots and Lots of Zebra Stripes by Stephen R. Swinburne

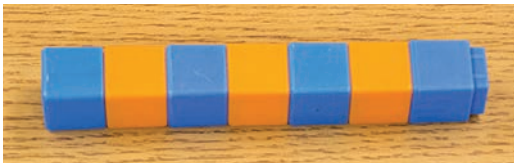
BEGIN: Yesterday we learned about patterns. Do you have a pattern on your clothes today? What is a pattern? (something that repeats itself)

[*Find and discuss any patterns found on children's clothing. Say each pattern together as you point to each element of the pattern.*]

EXPLAIN: Today each of us is going to work with a partner to make a pattern. We will use blue and orange Unifix® cubes to make a simple pattern. A **simple pattern** uses two things that repeat themselves.

One person will have blue cubes and the other person will have orange cubes.

[*Give each child in the pair 10 cubes of one color. If there is an odd number of children, pair one child with yourself.*]



Each of us will take turns making a pattern with our cubes. One person in your pair will put a cube on the table and then the other person will attach his/her color. Then the first person will attach his/her color and then the second again. Let me show you.

[*Demonstrate how to add the two colors in the pattern, alternating the colors one at a time.*]

ASK: What color cube goes next? Why?

[*As you make the pattern, continue to ask children to say what color goes next. Ask children how they know. Continue the pattern until you have used all of the cubes.*]

ACT: Now it is your turn to try! When we finish making our cube pattern, we can point to the cube at one end and say the pattern together with our partner.

RECAP: Today we made a pattern with a partner. We used two colors of cubes to make our pattern. Let's say a pattern together beginning with blue. Blue, orange, blue, orange, etc.

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Making Patterns *continued*

Scaffolding Tips

Extra support ■ Encourage children to say what color goes next as they make their pattern. You may wish to say the pattern out loud as children determine which color comes next. ■ Remind children that we take turns when each person does something one at a time.

Enrichment ■ Invite children to make a different pattern on their own. Example: two blue, two orange, two blue, two orange. Remind children that items in a pattern repeat themselves. ■ Ask children what it means to take turns.

123 Center Activity

Supply Unifix® cubes. Encourage children to create more simple patterns. Display the *large numeral two and invite children to place cubes on the numeral in a pattern.

*Printables provided

Family Child Care

Take children on a walk outside to look for simple patterns. Encourage children to find patterns on the outside of your own home or other houses. Examples: bricks on a house, lines on a sidewalk.

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WEEK 14

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel disappointed.

Key Concepts

New: Disappointed

Materials Needed

The Way I Feel by Janan Cain

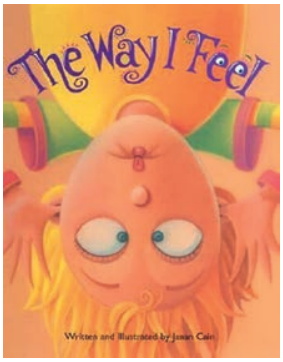
2 puppets

*Our Feelings poster

*Printables provided

BEGIN: We are learning about many different kinds of emotions. Today we will talk about what it means to feel disappointed.

ASK: What are your ideas about what it means to feel disappointed?



ACT: I am going to read the page in our book, *The Way I Feel,* that describes what it means to feel disappointed.

EXPLAIN: The girl in the book is disappointed because her friend can't come over to play. We usually feel **disappointed** when we cannot do something we really want to do. We may have planned to do something special but couldn't because it rained or someone got sick. We may feel disappointed when we cannot have something we want. Maybe we really wanted a new toy, but a family member said no.

[*Display book illustration of feeling disappointed.*]



ASK:

- In our book, how do the girl's face and body show us she is disappointed? (arms crossed, eyebrows slanted down, mouth turned down, etc.)
- Have you ever felt disappointed about something? Tell us about it.

ACT: Please show us what your body and face look like when you are disappointed.

[*Describe some of the facial expressions and body postures shown by children. Invite children to notice how other children's faces show disappointment.*]



EXPLAIN: Let's take a look at our poster and see if we can find the child who is feeling disappointed.

ACT: [*Invite children to point out on the poster which children look disappointed. Discuss facial features that children associate with being disappointed.*]

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WEEK 14 DAY 2

Understanding Feelings *continued*

Social-Emotional

EXPLAIN: When we feel disappointed, we might feel better if we talk to someone about it. Telling someone about our disappointment might help us figure out what to do with our feeling. We could say to a parent something like, "I am really disappointed we cannot have a pizza tonight." Maybe there is something else we could do. Or maybe we need to wait patiently for what we want or what we want to do.

ASK: Who could we talk to if we feel disappointed? (parents, friend, teacher, etc.)

ACT: We are going to use puppets to pretend to be disappointed. Who wants to volunteer to be the child puppet?

[*Choose a volunteer and invite him/her to be the child puppet. Invite the volunteer to use the puppet and pretend to be disappointed. Give prompts if necessary. Example: Let's pretend you were supposed to go to the park today, but your sister/brother isn't feeling well so you can't go. Show us by using the puppet how it would make you feel and what you might be thinking about. Interact by using the "adult" puppet to talk to the child puppet about their disappointment. Offer specific suggestions, such as: "Is there something else you could do instead?" Continue to role-play a different scenario with other child volunteers if time permits.*]

RECAP: Today we talked about how we might feel if we cannot do something we really want to do or have something we really want. What do we call this feeling? (disappointed) Everyone is disappointed sometimes. We learned how to feel better by talking to someone about how we feel.

Scaffolding Tips

Extra support ■ Offer suggestions to children who need help when role-playing a scenario. Example: "Let's pretend you were planning to go to a friend's house, but the friend got sick and you couldn't go."

Enrichment ■ Ask children to describe how they've dealt with disappointment they've felt before.

Center Activity

Invite children to use puppets to role-play things that might make them disappointed or excited. Examples: Going to a party, having to stay home on a rainy day rather than going swimming.

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WEEK 14

DAY 2

Understanding Feelings *continued*

Social-Emotional

Family Child Care

Encourage children to talk to their families at pickup time about disappointment. Invite children to tell their families about what it looks and feels like. Encourage family members to share a time they were disappointed.

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WEEK 14

DAY 2

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will broaden their understanding of parts of an insect.

Key Concepts

New: Head
Antennae
Stinger
Journal

Review: Insect
Record

Materials Needed

*5 pictures of different insects, including an ant and a wasp

Straws—2 per child

Science journals

Drawing tools

*Printables Provided

Be Prepared: Children will begin using science journals during today's activity. Science journals will be used throughout the remainder of the year. A simple notebook or approximately 20 sheets of paper stapled together can be used as a science journal. If you make journals by stapling pieces of paper together, you may wish to create a cover on colored paper and/or invite children to design a cover. Invite children to write as much of their first name as they can on the cover of their journal.

BEGIN: Yesterday we learned that an insect is an animal with six legs. How does an insect use its legs? (to move around, to make sounds)

We also learned that an insect's legs and wings are attached to the middle part of its body. Today we will learn more about insects.

ACT: Let's put our hand on the top part of our body.

[*Point to your head.*]

ASK: What is this part of our body called?

EXPLAIN: An insect's **head** is at the front of its body. An insect uses its head to eat and see.

ASK: Please point to your nose. What do we do with our nose? (smell)

EXPLAIN: Insects do not have a nose. An insect uses its antennae to help it smell and feel things.

[*Point to antennae in the picture of an ant.*]



Stuart Williams/flickr/(CC BY-NC-ND 2.0)

An insect's **antennae** are long and thin. They are attached to the insect's head.

ACT: Let's pretend we are insects with antennae on our head. We can pretend straws are our antennae.

[*Hold the two straws above your head as you pretend they are antennae.*]

What can we pretend to do with our antennae? (smell, feel things)

[*Give each child two straws. Invite children to hold the straws above their head as they pretend to smell and feel things with their "antennae." Collect straws after a brief period and invite children to sit on the floor.*]

EXPLAIN: An insect also has a stomach. An insect's stomach is at the back of its body.

[*Point to the abdomen (back part) of the body in the picture of a wasp.*]



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Exploring Living Things *continued*

ACT: We also have a stomach. Let's put our hand on our stomach.

EXPLAIN: Some insects use their stomach to breathe!

ASK: What do we use to breathe? (mouth)

EXPLAIN: Some insects have a stinger. A **stinger** is a sharp, pointed part of an animal that can hurt another living thing. Insects use their stinger to protect themselves against things that may hurt them.

Today we will begin using something to help us learn more about the things we study. Each of us will have a science journal.

ASK: What do you think a science journal might be?

EXPLAIN: A science **journal** is a notebook that we can draw and write in. We can use our science journal to draw pictures of things we learn about and to write about things.

[*Pass out journals to children.*]

We will use our science journals many times. Scientists keep a journal to record information. Remember, we record something when we write it down.

ASK: What do you think we might draw or write about in our science journal today?

ACT: [*Help children find the first page of their science journal.*]

We are going to draw a picture of an insect. You can draw any type of insect you want or a part of an insect's body.

[*Provide pictures of insects for children to use if they wish. Children should not be expected to copy or produce a replica of an insect or insect part. Offer suggestions of parts of an insect children may wish to draw. Examples: legs, antennae, stomach, head.*

Label children's drawings as they dictate.

Children may wish to show and talk about their drawings with other children.]

RECAP: Today we learned that insects have a head and antennae. How do insects use their antennae? (smell, feel things) We also learned that insects have a stomach. Where can we find an insect's stomach on its body?

[*Encourage a volunteer child to point to the stomach in the picture of the ant.*]

We also drew a picture of an insect or part of an insect in our science journals.

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Exploring Living Things *continued*

Scaffolding Tips

Extra support ■ Promote children's use of pretend antennae by asking questions, such as "Jenna, what are you smelling with your antennae?"

Enrichment ■ Explain that "abdomen" is the name for the stomach of an insect. ■ Describe the function of a stomach. Example: The stomach is where food goes after it is eaten. Food in the stomach is broken down so that vitamins and nutrients from the food can be used by the body.

Center Activity

Make insect headbands with pipe cleaners or Wikki Stix®, large pom-poms, and plastic headbands. Attach a pom-pom to each of two pipe cleaners. Then attach the two pipe cleaners or Wikki Stix® to a headband. Encourage children to pretend to be insects. Remind children that insects use their antennae to smell and feel things.

Family Child Care

Collect insects that children may find outside and keep them in a jar with small holes to permit air. Invite children to add rocks, leaves, and grass to make it seem more like "home." Encourage children to observe the insects throughout the day. Be sure to release the insects at the end of the day.

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WEEK 14

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter S card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

S s

BEGIN: [*Display letter S card.*]

What is the name of this letter?

[*Point to the uppercase letter S on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter S?

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm?*

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Understanding Words *continued*

What was it like?"

- *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 14

DAY 3

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

☑ Skill and Goal

Pattern knowledge

Children will understand that patterns are all around us.

Key Concepts

Review: Pattern

Materials Needed

*4 pictures as shown

Also Promotes

Science

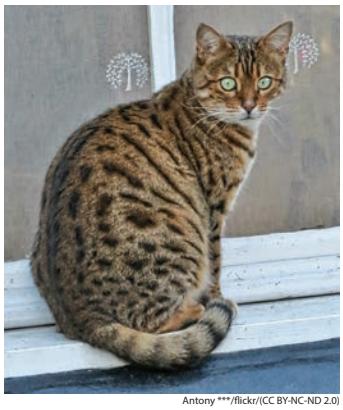
BEGIN: Let's say the rhyme we learned a couple of weeks ago called "One, Two, Buckle My Shoe."

[*Lead children in saying the rhyme and doing the motions (Week 12, Day 1).*]

EXPLAIN: Now let's talk more about patterns. We know that we can find and make different kinds of patterns.

Patterns can be found in things all around us, inside and outside. Today we are going to look at some pictures of patterns found in things we might see around us.

ACT: [*Display provided pictures, one at a time, and use the questions below to facilitate a discussion of patterns in each item. Invite a different volunteer child to point to the pattern in each picture as children together say the pattern.*]



Antony ***/flickr/(CC BY-NC-ND 2.0)

- *Cat:* What is this a picture of? This cat has a pattern on its striped tail. The pattern is black, brown, black, brown. Let's together say the pattern as we point to the stripes on the cat's tail.



- *Plant leaf:* What is this a picture of? There is a pattern on this leaf of a plant. The pattern is dark green, light green, dark green, light green. Let's together say the pattern as we point to the dark green and light green on the leaf.



William Cho/flickr/(CC BY-SA 2.0)

- *Bee:* What is this a picture of? Where is the pattern on this animal? It has a striped pattern on its stomach. Remember, an insect's stomach is on the back of its body. The pattern is orange, black, orange, black. Let's together say the pattern as we point to the orange and black stripes on the insect's stomach.



Vicki DeLoach/flickr/(CC BY-NC-ND 2.0)

- *Caterpillar:* What is this a picture of? This caterpillar has a striped pattern on its body. The pattern is green, black and

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Making Patterns *continued*

yellow, green, black and yellow. Let's together say the pattern as we point to the caterpillar's body.

RECAP: We looked at patterns on some living things. We can find patterns in many different places.

Scaffolding Tips

Extra support ■ Say each pattern slowly as children point to each element of the pattern.

Enrichment ■ Invite children to name some other animals that have a pattern. Examples: zebra, tiger, some fish.

123 Center Activity

Provide Teddy Bear counters and premade pattern cards. Invite children to copy the pattern on the card or extend the pattern.

Family Child Care

Encourage school-age children to look for more complex patterns in your home. Examples: patterns on a rug, patterns in the fabric of furniture.

Source of One, Two, Buckle My Shoe nursery rhyme: Bolton, H. C. (1888). *The counting-out rhymes of children: Their antiquity, origin, and wide distribution: A study in folklore.* London: E. Stock.

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WEEK 14

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel excited.

Key Concepts

New: Excited

Review: Disappointed
Happy

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

*Printables provided

BEGIN: Yesterday we talked about feeling disappointed. Remember, we usually feel disappointed when we cannot do something we really want to do. Let's show each other what we look like when we feel disappointed.

[*Briefly comment on different facial expressions and body postures.*]



EXPLAIN: Today we will learn about an emotion that is very different from feeling disappointed. It is called excited.

ASK:

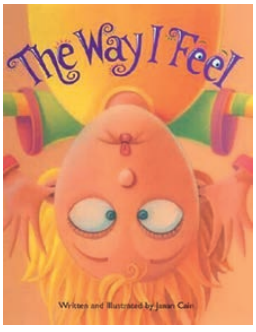
- What do you think it means to feel excited?
- What might make you excited?

[*Encourage children to discuss times they may have been excited.*]

EXPLAIN: We can feel **excited** when we are looking forward to something that will happen soon. Sometimes when we are excited our mind goes very fast and it's hard to calm down.

Happy and excited are similar emotions. They both make us feel good inside. We might feel happy about something that is happening right now and excited about something that is going to happen soon. We might feel happy when we are playing with our favorite toy. We might feel excited if our parent says we will go to our favorite park tomorrow. We feel excited because it is something that will happen soon.

ACT: I am going to read the page in our book, *The Way I Feel,* that tells us about feeling excited.



[*Display book illustration of feeling excited.*]

How do the boy's face and body show us he is excited? (arms spread out, eyebrows and eyes big, mouth open, jumping, etc.)

Show us what your body and face look like when you are feeling excited.

[*Describe some of the facial expressions and body postures/actions shown by children. Invite children to notice how other children's faces and bodies show excitement.*]

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WEEK 14
DAY 3

Understanding Feelings *continued*

Social-Emotional

Let's look at our poster and see if we can find the child who is feeling excited.

[*Invite children to point out on the poster which children look excited. Discuss facial expressions that children associate with being excited.*]



I am going to say some things that might happen to us. When you hear something that might make you feel excited, quietly wave your arms and hands in the air and make an excited face like this.

[*Demonstrate quietly waving your arms and hands in the air and making an excited face while sitting.*]

If what I say does not make you feel excited, please stay super still. We may not all be excited about the same things. This is okay.

[*Read each item with an even tone of voice and neutral facial expression.*]

- My grandparents are coming to visit tomorrow.
- A child knocked down my block tower.
- It is raining and I can't go outside to play.
- My mom has been away for a while and is coming home in two days.

RECAP: Today we learned about feeling excited. When we are excited we may be very happy about something that will happen soon. Not all of us are excited about the same things. It is okay to have different emotions.

Scaffolding Tips

Extra support ■ If children experience difficulty describing an excited face, help with vocabulary if necessary.

Enrichment ■ Encourage children to describe why something makes them feel excited or not excited. Emphasize that we are all unique and may feel different emotions.

Center Activity

Provide paper and drawing tools. Invite children to draw a picture of themselves feeling excited or something that makes them feel excited.

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WEEK 14

DAY 3

Understanding Feelings *continued*

Social-Emotional

Family Child Care

Encourage children to talk with their families at pickup time about feeling excited. Invite children to tell their families what excited looks and feels like. Encourage family members to share a time they were excited.

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WEEK 14

DAY 3

Exploring Living Things

Science

3-5 YEARS

Small Group

Skill and Goal

Knowledge of living things

Children will understand that insects differ in their physical characteristics.

Key Concepts

Review: Antennae
Characteristic
Take turns

Materials Needed

*12 pictures as shown

I Spy clues provided at end of activity plan

Also Promotes

Self-Regulation

*Printables provided

Be Prepared: The activity plan offers clues for you to use in an *I Spy* game focused on insect characteristics. Although the names of insects are listed with each set of clues, it is not expected that children will be taught or expected to remember the names of insects. However, it is appropriate and helpful to provide an insect's name if a child or children show interest in a specific insect.

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

We are learning many things about insects. Yesterday we learned about some different parts of an insect's body. What are the long thin body parts that are attached to an insect's head? (antennae)

EXPLAIN: There are many different kinds of insects. Today we are going to play a game to help us learn more about characteristics of different insects. We know that a characteristic is something special about a living thing or a thing that is not living.

We will play an *I Spy* game. I will say a person's name and then describe some characteristics of an insect I see in one of the pictures on the floor. The person I call on will try to find the insect picture that matches the characteristics I describe.

We will take turns playing the game. Remember, each person does something one at a time when we take turns. Please do not point to the insect I describe unless it is your turn.

(Adult helper) and I will show you how to play.

ACT: [*Spread out insect pictures in the middle of the circle. Pictures should include: grasshopper, stink bug, fly, praying mantis, moth, walking stick, bee, aphid, ladybug, beetle, dragonfly, and butterfly.*]



I am going to describe some characteristics and (adult helper) is going to try to find the insect with the characteristics I describe.

I spy a green insect with wings on its back. Can you (adult helper) find it?

[*Invite the adult helper to find and hold up the picture of the insect (grasshopper). Invite the adult helper to point to characteristics you described (green, wings on back) so all children can see them, and then return picture to the collection of insect pictures on the floor. Play the*

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Exploring Living Things *continued*

game until each child has had a turn. After a child finds a picture, invite the child to point to the characteristics you described so all children can see them.]

RECAP: The insect game, we played today, helped us learn more about different insect characteristics.

Scaffolding Tips

Extra support ■ If a child has difficulty finding an insect, give additional hints. Examples: color, size, shape, wings. Another option is to temporarily remove some pictures from the child's consideration so the child is looking at a smaller number of options. Example: Set aside the pictures of insects that have already been identified. ■ If a child picks up a picture that does not match the characteristics you describe, find the "correct" picture for the child and then compare it to the picture identified by the child. Example: "Which of our two pictures has an insect with green eyes?"

Enrichment ■ Invite children to take turns in the "I Spy" role by describing two characteristics of an insect other children try to find. ■ Provide the name of an insect(s) that is of interest to a child or children (see Be Prepared).

Center Activity

Provide children with a variety of materials to create their own insect. Examples: googly eyes, construction paper, markers, glue, child-size scissors, pom-poms, craft sticks, craft rolls.

Family Child Care

Invite school-age children in your setting to look at one or more insect books with younger children. Encourage children to point out characteristics of insects shown in a book. Some book options include: *Bugs A to Z* by Caroline Lawton, National Geographic Kids' *Little Kids First Big Book of Bugs* by Catherine D. Hughes.

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Exploring Living Things *continued*

Science

Insect I Spy Clues



Stinkbug: I spy an insect with orange dots on its body and long black antennae.



Fly: I spy an insect with a short blue body and wings. This insect also has short hairs on its body and legs.



Praying Mantis: I spy an insect with a long green body and long green legs. This insect also has big green eyes.



Moth: I spy an insect with a light brown body and big light brown wings.



Walking Stick: I spy an insect with a brown and green body that is long and thin and looks like a stick.



Bee: I spy an insect with an orange and black pattern on its stomach. This insect also has wings.



Aphid: I spy an insect that is small and yellow with black eyes.



Ladybug: I spy an insect that is red with black dots.



Beetle: I spy an insect with a green striped body and a black head.



Dragonfly: I spy an insect with a blue and black body and blue shiny wings.



Butterfly: I spy an insect with a red and black body and red, white, and black wings.

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WEEK 14

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend syllables into a word. Children also will identify the name and sound of the letter S.

Key Concepts

Review: Syllable

Materials Needed

Name cards used in Week 13, Day 2

Demonstration name card (see Be Prepared)

*Letter S card

Chart from Day 2

*4 letter S picture cards

Children's letter journals

Writing tools—1 per child

List of children's first names

*Printables provided

Be Prepared: Prepare a name card for demonstration purposes, using a two-syllable name of a classroom pet or a character known to the children. Divide the name into spoken syllables with dots. The name "Elmo" is used in the activity as an example.

BEGIN: We are learning how to divide our names into syllables. Remember, parts of a word are called syllables.

EXPLAIN: Today we will play a robot game. I am going to pretend to be a robot! Listen carefully as I speak like a robot.

[*Alter your voice so that it sounds like a robot. Speak in short, choppy sentences while separating multiple-syllable words into syllables.*]

ACT: I am a robot. Can you help me? Can you tell me what I see?

[*Display the name card "Elmo."*]

El·mo

I see a name. The name is El-mo.

[*Enunciate each syllable slowly in "robot talk." Pause briefly between syllables.*]

What name do I see? (Elmo)

[*Say the following in your regular voice so that you no longer sound like a robot.*]

Now each of you will have a turn to say the name I see. I will pretend to be a robot and ask each of you to help me. I will say a name in "robot talk" and then the person whose name I am saying can help by telling me what name I see!

[*Hold up each child's name card. One at a time, say the name in "robot talk," and then ask the child to say the name by blending the syllables in the word.*]

EXPLAIN: Let's learn more about the letter S.

[*Display letter S card.*

If a child(ren) whose name begins with the letter S was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter S when you say the name.]

S s

Maybe someone in our group has the letter s somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase s and it will look like this.

[*Point to the lowercase s on the letter card.*]

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Understanding Letters *continued*

Pop up if you have the letter s somewhere else in your name (not at beginning).

[*If a child has the letter s somewhere else in his/her name, point to the name and to the letter s on the list of children's first names so all children can see the name and the letter s.*]

ASK: What is our word that begins with the letter S? (syllable)

ACT: The letter S says /s/, just like at the beginning of the word "syllable." /s/, /s/, syllable. Let's say that together: /s/, /s/, syllable.

I have two pictures of things that begin with the letter S.



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[*Hold up one picture card and invite children to identify the item/emotion in the picture. After children have an opportunity to guess or say the pictured item/emotion, point to and say the word written at the bottom of the card. Example: "This word says sock. The letter s is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter S and write them on our chart. Remember, the letter S says /s/, /s/.

[*Help children by suggesting other words that begin with s. Examples: sat, silly, sip, seven.*

Invite one or more volunteer children to find the letter s in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to make the uppercase letter S on your chart paper.]

We use one line to make an uppercase S. The line swoops around like a snake.

[*Give each child his/her letter journal.*]

Now we are going to write the letter S in our letter journal. Please write the uppercase (big) letter S in your journal. Write as much of the letter as you can.

RECAP: Today we listened to the syllables in our names as I said the name in "robot talk." Then we put the syllables together to make someone's name. When we talk like a robot we can hear the syllables in a word!

We also learned that the letter S says /s/, just like at the beginning of the word "syllable." We made the uppercase (big) letter S in our letter journal. Let's say together the sound the letter S makes (/s/).

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WEEK 14
DAY 4

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If children are unsure of the name you are saying, repeat the syllables in the name or say the first part of the name and encourage the child to complete the word. Example: "I will say the first part of the name with my robot voice. Then you say the rest of the word. Ann-gell." ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ When you say each child's name in "robot talk," do not hold up the child's name card. If this leads to too much challenge for children, hold up the card as suggested in the activity plan. ■ After saying the syllables of a name slowly, invite children to tell the number of syllables. Repeat the name, if appropriate. Then encourage children to clap each syllable as they say the name. Children may enjoy using "robot talk." ■ Some children may be interested in your demonstrating and describing how to make a lowercase s. Example: "A lowercase s looks like an uppercase S, but it is smaller."

Center Activity

Provide *animal syllable cards used in Week 13, Day 2. Encourage children to say each animal name using "robot talk."

*Printables provided

Family Child Care

Play an outdoor robot game to help children learn more about syllables. Provide several small boxes with holes cut for eyes. Invite children to put a box on their head and pretend to be a robot as they talk in "robot talk." Encourage children, as you use "robot talk," to say the names of items with two or more syllables. Example: "Nuan, I see that you are building a spaceship. Tell us about your spaceship like a robot!"

The syllable activity is informed by the following source: Reading Rockets (n.d.). Blending and segmenting games [Online forum]. Retrieved from http://www.readingrockets.org/strategies/blending_games

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WEEK 14

DAY 4

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will make an ABAB pattern through movement.

Key Concepts

Review: Pattern

Materials Needed

None

Also Promotes

Physical/Health

BEGIN: We are learning about patterns. We know that a pattern is something that repeats itself. Today we are going to make a pattern by moving parts of our body.

EXPLAIN: We make a pattern with our feet when we walk. Please watch the pattern I make.

[*Walk slowly while saying left foot, right foot, left foot, right foot, etc.*]

We move in a pattern when we walk. Let's all stand and try it together.

ACT: [*Walk slowly as children follow your lead. Encourage children to say the pattern as they walk; "left foot, right foot, left foot, right foot."*]

Now let's do another pattern by moving our feet. Let's try a heel, toe, heel, toe pattern. Let me show you.

[*Slowly demonstrate the pattern with one foot while saying "heel, toe, heel, toe, etc."*]

Let's try it together.

[*Encourage children to say the pattern as they put their heel and then their toe on the floor. Continue saying and doing the pattern slowly as children follow. Invite children to sit.*]

Let's try some patterns with our hands. Let's first clap our hands together once and then tap our knees once. Try it with me. Clap, tap, clap, tap, clap, tap, etc.

[*Say and do the pattern slowly as children follow your lead.*]

ASK: What is another pattern we can do with our hands?

[*Try children's ideas. Examples: touching head, touching toes, touching head, touching toes; clapping in front, clapping in back, clapping in front, clapping in back.*]

RECAP: Today we made patterns by moving some parts of our bodies. What did we do?

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Making Patterns *continued*

Scaffolding Tips

Extra support ■ The emerging coordination skills of some children may provide some challenge in doing the movement patterns. Be flexible and encourage children to say or do as much of the pattern as possible. Ensure that you do each pattern slowly. ■ Children may not be familiar with the word "heel." Point to its location on your foot. Encourage children to point to the heel of their foot.

Enrichment ■ Invite children to create a pattern by using their hands for the first action (A) and their feet for the second action (B). Focus on ABAB patterns. ■ Invite children to make a simple ABAB pattern by slowly hitting a drum and then ringing bells. Continue the pattern as you say, "drum, bells, drum, bells, etc."

123 Center Activity

Provide shapes (pattern blocks) for children to make simple ABAB patterns.

Family Child Care

School-age children may enjoy making up movement patterns for each other. Encourage them to try more challenging movement patterns, such as: jump, jump, clap, spin, jump, jump, clap, spin.

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WEEK 14

DAY 4

Exploring Where We Live

Social Studies

Be Prepared: Today's activity will require additional adult help. You may wish to prepare squares and rectangles for children to use as doors and windows in making box places.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of physical environments

Children will broaden their understanding of a neighborhood.

Key Concepts

Review: Neighborhood
Take turns

Materials Needed

Pictures of center neighborhood places or prepared chart paper (see activity plan)

6–8 small boxes

Art materials (see activity plan)

Precut squares and rectangles (see Be Prepared)

Also Promotes

Self-Regulation

BEGIN: We are learning about neighborhoods. Remember, our homes are located in neighborhoods. Our child development center is located in a neighborhood.

ACT: Let's think of some of the places that are near our child development center. We will call this our center neighborhood.

[*Display pictures of places taken in your center neighborhood (see Week 11, Day 5). If you were unable to take pictures of your center neighborhood, list places children think of on a chart entitled Places in Our Center Neighborhood.*]

Places in Our Center Neighborhood

EXPLAIN: Today we are going to work together in groups to make places that are in our center neighborhood. We will use boxes to make our places. Remember, when we work together we take turns and talk about what we want to do. Each person in the group will help decide how the place you make will look.

[*Organize children into small groups of 3–4.*]

ACT: Let's look at our pictures (or chart) of places in our center neighborhood.

[*Display the pictures (or chart) and help each small group decide which place it will make. Provide art materials, such as paper, markers, glue, tape, child-size scissors, crayons, and any other supplies that children might be able to use.*

Help groups decorate their places as appropriate. Children will also have an opportunity to work on their neighborhood places tomorrow.]

RECAP: Today we worked together to make places in our center neighborhood. Some groups were able to finish, and some groups are still working. We will share our places when they are all finished.

[*Children will describe their box places in Week 15. Display them in your room if space is available.*]

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WEEK 14
DAY 4

Exploring Where We Live *continued*

Social Studies



Scaffolding Tips

Extra support ■ If children seem confused about the idea that their child development center is located in a neighborhood, remind children there are different kinds of neighborhoods. Some neighborhoods have many homes. Some neighborhoods have fewer or no homes. ■ If possible, provide each group with a picture of the place they are making. ■ Help children with cutting and gluing as necessary. Ask questions about the neighborhood place that focus on its characteristics. ■ With another adult, you may wish to use the following guidelines to describe and demonstrate how groups should try to work together:

- Turn-taking (One person colors on the box, and then the next person has a turn.)
- Problem-solving (One person wants the box to be green and the other wants it to be red. What should you do?)

Enrichment ■ Encourage children to add characteristics to their neighborhood place, such as signs.

Center Activity

Provide materials for children to continue working on their box places.

Family Child Care

Encourage older children in your setting to make a Family Child Care neighborhood book. Ask children to name their favorite place in their neighborhood and then draw a picture of it. Encourage children to write on the bottom of their page what they like most about their favorite place. Combine the pages into a book. Encourage children to share their page of the book with family members at pickup time.

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WEEK 14

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will pay attention to body movements when running and jogging in place.

Key Concepts

New: Run
Jogging

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: We are learning how to pay attention to our bodies when we move in different ways. Today we will focus on how our body moves when we run.

ACT: Let's run in place. Remember, we stay in our own space when we run in place. Listen (or watch) for the signals to start and stop running in place.

[*Offer a "start" signal and encourage children to run in place for a short time. Give a signal to stop movement.*]

EXPLAIN: That was great! We stayed in our personal space to run in place. Some of us moved our arms back and forth to help us run.

We move our legs fast when we **run.** Our elbows are bent and our arms swing back and forth. We can run faster when we swing our arms.

Let's run in place again. This time, please focus on how our arms move. Start out with a slower run and then run faster in place. Notice how our arms move faster when we run faster.

ACT: [*Offer a start signal and encourage children to run in place. Give a signal again to stop movement. Remind children to run a little faster after they start running.*]

ASK: What did our arms do when we started running faster? (moved faster)

EXPLAIN: Now let's practice running slower. We will run in place. A slower run is called **jogging**. Let's try jogging in place.

ACT: [*Offer a start signal and encourage children to jog in place for a short time. Give a signal to stop movement.*]

ASK: We have practiced running and jogging. What is the difference between running and jogging? (move faster when we run)

ACT: Now I will say some ways to move our bodies by running or jogging. Try to move your body the way I suggest.

[*Offer a series of requests involving movement combinations suggested below. Demonstrate each request.*]

- Run in place and keep your hands to your side
- Jog in place and keep your hands to your side
- Jog in place taking tiny steps
- Jog in place on your tiptoes

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WEEK 14
DAY 4

Moving Our Bodies *continued*

Physical/ Health

ASK:
- Was it hard to run or jog with your hands to your side? Why?
- Our whole body moves when we run or jog. What parts of our body move the most? (legs, arms)

RECAP: Today we practiced running and jogging. We paid attention to how our arms moved when we ran and jogged.

Scaffolding Tips

Extra support ■ If a child has difficulty running in place, encourage another adult or older child to serve as a guide by running in place next to the child. ■ If children have difficulty keeping their hands to their side when running or jogging, recognize their actions and remind children that our arms usually want to move when we run or jog. Not moving our arms is hard to do.

Enrichment ■ Ask children whether it was harder to keep their hands to their side while jogging or running. Why?

Center Activity

For outside play, invite children to play a version of *Red Light, Green Light*. Add the variation of: green light run, or green light jog. Encourage children to think about their speed when running and jogging.

Family Child Care

School-age children in your setting may enjoy demonstrating the movement requests.

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WEEK 14

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter S.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter S card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter S card.*]

S s

What is the name of this letter? What sound does the letter S make?

Letter S says /s/, just like in the word "syllable." /s/, /s/, syllable. Let's together say /s/, /s/, syllable.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 14

DAY 5

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will identify and make ABAB patterns.

Key Concepts

Review: Pattern
Simple pattern

Materials Needed

4 yellow Unifix® cubes

4 blue Unifix® cubes

Also Promotes

Physical/Health

BEGIN: We are learning about patterns. We know that a pattern is something that repeats itself. This week we looked at and made simple patterns. A simple pattern uses two things that repeat themselves.

EXPLAIN: Sometimes we can find patterns on our clothes. Let's see if we have any simple patterns on our clothes today.

ACT: [*Discuss simple patterns that children may have on their clothing. Patterns may be in stripes, dots, shapes, etc. Encourage children to together say the patterns as you point to the elements of the pattern.*]

EXPLAIN: [*Display four blue and four yellow Unifix® cubes.*]

Let's make a simple pattern with these cubes. I have blue cubes and yellow cubes.

ASK: What kind of simple pattern could we make with blue cubes and yellow cubes?

ACT: [*Encourage children to help you assemble the cubes into an ABAB pattern. Invite children to say the pattern together as you point to each element of the pattern.*]

EXPLAIN: We can make a pattern by moving parts of our body. Let's make some patterns by moving our hands.

Let's first clap our hands high and then clap our hands low. Let's try it together. High, low, high, low, high, low, etc.

[*Say and do the pattern slowly as children do the pattern with you.*

Invite children to suggest other movement patterns you can try together.]

RECAP: We are learning how to find and make patterns. Do you like to make patterns? Why?

Scaffolding Tips

Extra support ■ Use a slower pace to describe patterns for children whose coordination skills are emerging. If a child seems interested, help by holding their hands during practice of a movement pattern.

Enrichment ■ Encourage children to look for simple patterns in your classroom. Examples: rug, wall, floor.

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Making Patterns *continued*

123 Center Activity

Provide shapes (pattern blocks) for children to make a pattern "snake" by placing the shapes end to end in a simple pattern.

Family Child Care

Invite children to make simple patterns during lunch and snack times. Encourage children to make patterns with items, such as crackers and cereal. School-age children may enjoy making patterns with a deck of cards. They may wish to make numeral patterns, suit patterns, color patterns, etc.

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WEEK 14

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding of places in a neighborhood.

Key Concepts

Review: Take turns

Materials Needed

Children's neighborhood places (Day 4)

Art materials used on Day 4

Pictures of center neighborhood places or chart (Day 4)

Precut squares and rectangles (Day 4)

Also Promotes

Self-Regulation

Be Prepared: Today's activity will require additional adult help.

BEGIN: Today we will continue working together in groups to make places in our center neighborhood with boxes. Remember, when we work together we take turns and talk about what we want to do.

Today your group may want to add some items to the outside of your place. Maybe your group would like to add a tree or bushes to the front of your place.

ACT: [*Help children continue to decorate their places as necessary. Display pictures of your center neighborhood or chart used on Day 4.*]

RECAP: Today we worked together to make some places in our center neighborhood.



Scaffolding Tips

Extra support ■ Help children with cutting and gluing as necessary. Ask questions about the neighborhood place that focus on its characteristics.

Enrichment ■ Encourage children who have finished their place to offer to help those still working.

Center Activity

Provide materials for children to continue working on their box places.

Family Child Care

Provide props that are similar to what is available in neighborhood places. Examples: Create a post office in your writing center, create a restaurant in your housekeeping center, create a library in your book center. Encourage children to visit different areas in your "neighborhood" throughout the day.

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WEEK 14

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will change their direction of jogging when they hear a prompt (zag).

Key Concepts

Review: Jogging
Activity space

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: Yesterday we practiced running and jogging in place. What is jogging? (running slowly)

EXPLAIN: Today we are going to play a game that involves jogging. We will play the game in our activity space. Remember, our activity space is the area of our classroom (and the outside area) we can use for physical activities.

ASK: How can we stay safe when we play our game?

[*Encourage discussion about movement safety: watching where we are jogging, keeping a distance from others, jogging only in the activity space, listening for the signal, and other ideas children have for staying safe.*]

EXPLAIN: Before we start our game, let's make sure we can jog safely in our activity space. I will give the signal to start jogging. Please jog around our activity space one time and come back to your place. Remember the ways we can stay safe while jogging.

ACT: [*Offer a "start" signal. Jogging in a large circle is best. Acknowledge children's efforts to stay safe.*]

EXPLAIN: The game we are going to play today is called *Zig Zag*. We start jogging in one direction when I say "zig" and then change our direction when I say "zag." We go the opposite direction when I say "zag."

Let me show you.

[*Demonstrate switching jogging direction when you say "zag."*]

Remember, we will start jogging around our activity space when I say "zig."

ASK: What do we do when I say "zag"? (change direction)

ACT: [*Say "zig" for children to start jogging. At different intervals, say "zag" as a signal for children to change direction. Provide a "stop" signal when appropriate.*]

RECAP: Today we practiced our jogging skills by playing the *Zig Zag* game. We started jogging when we heard "zig" and we changed directions when we heard "zag."

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WEEK 14
DAY 5

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ If a child has difficulty switching directions, offer an adult or child partner. It also may help to use the word "switch" instead of "zag."

Enrichment ■ Vary the amount of time children jog in one direction. ■ With one of the "zag" requests, ask children to keep their hands to their side when they jog in the opposite direction.

Center Activity

While outside, invite children to continue to play the game by running instead of jogging. Other options include galloping, walking, or marching. Invite children to take turns saying "zag."

Family Child Care

If an activity space is not available, play the game in children's personal space. Children face the opposite direction to jog in place when they hear "zag."

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood.* Champaign, IL: Human Kinetics.

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WEEK 15 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to divide words into syllables (Days 2, 4)
- How to put syllables together into a word (Day 4)
- The name, sound, written form, and uses of the letter P (Days 2–5)

Mathematics

Making Patterns

- How to make simple patterns with pictures of boys and girls, colors, and shapes (Days 1, 5); beads on a bracelet (Day 2); shapes on a crown (Day 3); and bingo dotters (Day 4)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
  - *The Freeze Game* (Day 1)
- How to follow requests by listening and watching
  - *Sleeping, Sleeping, All the Children Are Sleeping* game (Day 2)

Social-Emotional

Understanding Feelings

- When we feel shy, we may feel a little worried about new places or being with people we do not know (Day 3)
- How we can help someone who is feeling shy (Day 3)

Social Studies

Exploring Where We Live

- Describing our neighborhood box places (Day 4)
- Identifying the location of our center and places in our center's neighborhood on a map (Day 5)

Science

Exploring Living Things

- How parts of a plant help the plant to live (Days 1, 2)
- Identifying and representing parts of a plant (Day 2)
- Seeds need sunlight, water, and soil to grow (Day 3)

Physical/ Health

Moving Our Bodies

- Changing the speed and direction of our jogging (Day 4)
  - *Hungry Hippo* game
- Practicing our jogging and walking skills (Day 5)
  - *Fill the Bucket* game

Revision: 06/25/2020

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WEEK 15

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter S.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter S card

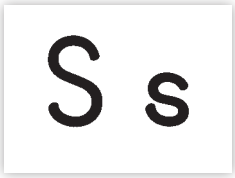
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter S card.*]



The word "syllable" begins with this letter. What is the name of this letter?

Letter S says /s/, just like in the word "syllable." /s/, /s/, syllable. Let's together say /s/, /s/, syllable.

Who would like to tell us another word that begins with the letter S?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 15

DAY 1

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of an ABAB pattern.

Key Concepts

Review: Simple pattern

Materials Needed

Chart paper

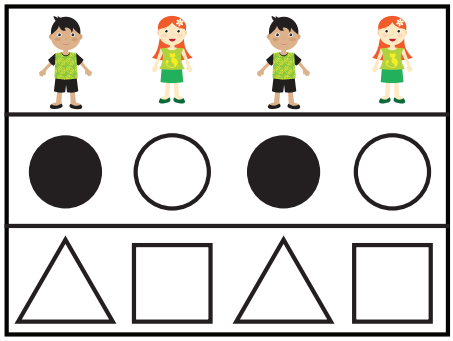
Black marker

*Boy and girl cutouts for chart

*Printables provided

BEGIN: [*Display chart paper and boy and girl cutouts.*]

Today we are going to make a boy-girl pattern on this chart. This will be a simple pattern. We know that a simple pattern uses two things that repeat themselves.



ASK:

- What two things do we use for a boy-girl pattern?
- Do we want to begin with a picture of a boy or a picture of a girl?

ACT: [*Place a boy or girl cutout on the left side of the chart.*]

Then we add a second thing, which is a _____.

Next we add one of the first things again.

What should we add?

Finally we add one of the second things again. What should we add?

[*Point to and say the pattern after you finish placing cutouts on the chart.*]

EXPLAIN: We can make other kinds of simple patterns. Let's make one with colors. We can make a black-white pattern.

ACT: [*Use a black marker to draw four circles directly under the boy-girl pattern on the chart. Color the first circle black and leave the second circle unfilled so it remains white.*]

So far we have a black circle and a white circle.

What color comes next in our simple pattern? (black)

Let's color the circle black.

What comes next in our pattern? (white)

Let's leave this circle white.

[*Point to and say the pattern again.*]

EXPLAIN: Let's make one more simple pattern. We can use two different types of shapes.

ASK: What shapes should we use? (triangle, square, rectangle)

[*Restate the two shapes selected by children.*]

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Making Patterns *continued*

ACT: Let's draw the pattern on our chart.

- What shape should come first?
- What shape should come next?

[*Continue drawing an ABAB pattern with shapes on the chart. Once you've drawn the pattern, encourage children to say the pattern aloud.*]

RECAP: Today we learned more about patterns that use two different things. We made simple patterns with pictures of boys and girls, colors, and shapes.

Scaffolding Tips

Extra support ■ Say a pattern slowly as you point to each element. ■ After completing the boy-girl pattern on the chart, invite four children to stand in an ABAB pattern as shown on the chart.

Enrichment ■ Invite children to suggest other items to use in creating a simple pattern. Example: "What two other things could we use to make a simple pattern? What could come first in the pattern? What would come next?"

123 Center Activity

Provide colored craft sticks and Unifix® cubes. Encourage children to put the cubes in an ABAB pattern. Then encourage children to copy the cube pattern while using the sticks.

Family Child Care

Point out to children simple patterns you make throughout the day. Examples: doll, truck, doll, truck or cracker, cheese cube, cracker, cheese cube. Encourage children to look for simple patterns outside.

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WEEK 15

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: Suggested song with both fast and slow tempos: "Bop 'Til You Drop" on the CD *Kids in Action* by Greg and Steve.

If time permits, offer *Orange Circle, Purple Circle* from Week 13, 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 *Orange Circle, Purple Circle* from Week 13, Day 2. The game for today may be less challenging when offered again at a later point.

Skill and Goal

Executive function

Children will regulate their behaviors in response to changes in aural prompts.

Key Concepts

Review: Freeze

Materials Needed

Song with a fast tempo and slow tempo (see Be Prepared)

Music player

BEGIN: Today we will play a game we've played before. When we play this game, we freeze! What does it mean to freeze? (stop what we are doing and hold our body in the position it is in)

ASK: How do we play *The Freeze Game*?

EXPLAIN: We dance to music and then freeze when the music is turned off.

Let's try it again!

ACT: [*Play music and encourage children to dance as you dance. Then stop the music and freeze. Encourage children to do the same. Play the game for several minutes.*]

When we played the game before, we danced slowly to a slow song and danced quickly to a fast song. Let's try it again!

[*Play a fast song and encourage children to dance quickly. Then play a slow song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place.*]

Now let's change the game a little bit. This time when we hear slow music, we will dance quickly. When we hear fast music, we will dance slowly.

How will we dance when we hear slow music? (quickly) How will we dance when we hear fast music? (slowly) Let's try it!

[*Play a slow song and encourage children to dance quickly. Then play a fast song and encourage children to dance slowly. Intermittently turn off the music and encourage children to freeze in place. Continue as long as time permits.*]

RECAP: Today we played *The Freeze Game* again. We paid close attention to what we were expected to do and remembered new rules.

- How did we know what to do during the game? (listened to music)
- Why did we need to pay close attention? (because the music changed)

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WEEK 15
DAY 1

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Omit one or more of the changes in game rules if children seem overly challenged by the changes. ■ If children need a reminder of how to dance after the rules have been changed to the second game, say "fast" or "slow" if necessary. ■ As always, if children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game.

Enrichment ■ Invite children to try another rule change for *The Freeze Game*: Dance quickly to slow music and slowly to fast music. When the music stops, do the movement an adult is doing.

Center Activity

Invite children to continue playing *The Freeze Game*. Provide music and encourage children to take turns turning the music on and off.

Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

The Freeze 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.

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WEEK 15

DAY 1

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand how the parts of a plant help it live.

Key Concepts

New: Plant
Stem
Leaves
Flower
Seed

Review: Nutrient
Roots

Materials Needed

*1 picture as shown

*Printables provided

BEGIN: [*Display picture of a flowering plant.*]

This is a plant. A **plant** is a living thing that grows in soil or water.



EXPLAIN: Plants have different parts. Today we will talk about the parts of a plant and how each part helps the plant to live and grow.

ASK: Are there any plants at your house or yard or maybe at the house of someone you know? What are the plants like?

[*If your classroom has a plant, encourage children to describe it.*]

EXPLAIN: We know that all living things need food. We also know that living things grow and can make other things like themselves. And we know that living things breathe. Air goes into and out of living things when they breathe.

ASK: Where does air come into our own bodies? (nose, mouth)

EXPLAIN: Plants do not have a mouth and a nose. Plants breathe through small holes on the stem and leaves. Remember, we cannot see the holes because they are very, very small. The **stem** of a plant is the main part that grows from the ground. The **leaves** of a plant are the thin, flat parts of the plant.

[*Point to the stem and to the leaves in the picture as you describe each.*]

A plant also has some other parts that help it live.

[*Point to the flower on the plant in the picture.*]

This is the flower. A **flower** is the part of a plant that makes seeds. A **seed** is a small part of a plant that can grow into a new plant.

Remember, a plant uses sunlight, water, and important nutrients from the soil to make food. We know that a nutrient is something that helps a living thing to grow. The plant uses its roots to get these nutrients from the soil. Usually we do not see the roots because they are in the soil.

[*Point to the roots in the picture. Point to the stem and leaves as you describe each.*]

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Exploring Living Things *continued*

Science

The water and nutrients move from the roots, up the stem, and into the leaves. The sun helps the plant make its own food in the leaves.

RECAP: Today we learned about the parts of a plant. Different parts of a plant help it to live.

Scaffolding Tips

Extra support ■ Display small seeds for children to see and touch. ■ Some children may benefit from a brief review of information and pictures presented in prior activity plans on plants (Week 12).

Enrichment ■ Remind children that plant pores are the small holes in a plant that allow air to come into and go out of the plant.

Center Activity

Provide a non-toxic plant with exposed roots. Encourage children to explore the plant with magnifying glasses and draw pictures of the plant in their science journals. If you have a spider plant in your classroom, place one of the small plantlets in a cup of water. Encourage children to check on the plantlet daily, as its roots begin to grow.

Family Child Care

Invite children to help plant a real plant inside or outside.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The Scientific Literacy Project. Retrieved from: http://www.purduescientificliteracyproject.org/

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WEEK 15

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will segment a word into syllables. Children also will identify and name the letter P.

Key Concepts

Review: Syllable Pattern

Materials Needed

- Basket
- Items for counting syllables (see Be Prepared)
- Chart paper
- Marker
- *Letter P card
- Children's name cards
- List of children's first names for display to children

*Printables provided

Be Prepared: Collect up to 10 items from the classroom that differ from one another in the number of syllables in their name. Examples: book, ball, box, block, pencil, crayon, paper, marker, dinosaur, banana, tomato, envelope. Place items in a basket.

BEGIN: We are learning about syllables. What is a syllable? (part of a word) We know how to divide our names into syllables. Today we will divide other words into syllables.

EXPLAIN: I have a basket of items from our classroom. I am going to pull an item from the basket and write its name on our chart. I will write the name of the item so we can see its syllables.

[*Pull one item from the basket and say its name. Write the word on a chart with a dot(s) between each syllable. Example: cray-on. Say the name again as you speak slowly and divide it into syllables while clapping once for each syllable.*

Lead children in first saying the word and then clapping once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.]

ACT: Now we will see what else is in our basket!

[*After you pull an item from the basket, encourage children to first say the name of the item in unison. Then write the name of the item on the chart with a dot(s) between each syllable. Say the name again as you speak slowly and divide it into syllables while clapping once for each syllable. Then, encourage children to join you in clapping the word's syllables. Remember to use slow and deliberate claps. Continue with remaining items as time permits.*]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter P card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter P. We can write the letter P in two ways. We can write the letter P like this.

[*Demonstrate writing an uppercase P at the top of a chart paper.*]

This is an uppercase P.

We can also write the letter P like this.

[*Demonstrate writing a lowercase p at the top of a chart paper.*]

This is a lowercase p.

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Understanding Letters *continued*

Language/ Literacy

We are learning about patterns. Remember, we used shapes to make patterns. We know that a pattern is something that repeats itself.

The word "pattern" begins with the letter p. I will write this word on our chart. I am going to write the word "pattern" with a lowercase (small letter) p.

[*Say each letter as you write the word. Emphasize p.*]

Let's all say the word "pattern."

[*Invite a volunteer child to point to the letter p in the word "pattern."*]

Let's look at the very first letter of our name. Pop up if you have the letter P at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have a P at the beginning of their name. If there are children whose name begins with the letter P who do not stand, point to the letter P in their name card. Compare the letter P in their name as you hold the letter P card next to their name card.*

If no one in the group has a first name beginning with the letter P, say "No one popped up because no one has a name that starts with the letter P." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter P.

If a child indicates there is a letter P in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter p that appears somewhere else in a child's name.]

RECAP: Today we clapped the syllables in the names of some things in our classroom.

We also learned about the letter P. What is a word that begins with the letter p? (pattern)

Scaffolding Tips

Extra support ■ Point to each part of the word on the chart, divided into syllables, as you say the word slowly.

Enrichment ■ Include classroom items with longer names, such as "alligator," "helicopter," and "binoculars." ■ Invite children to determine the number of syllables in each word. ■ Invite children to pull an item from the basket and clap its syllables.

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WEEK 15

DAY 2

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide the basket of items used in today's activity. Invite children to choose an item from the basket and clap its syllables.

Family Child Care

Encourage children to clap the syllables in family members' names at pickup time.

The syllable activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 15

DAY 2

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will duplicate and extend an ABAB pattern.

Key Concepts

Review: Simple pattern

Materials Needed

Pipe cleaners—1 per child (see Be Prepared)

Beads—14 per child (2 different high-contrast colors)

Beads—20 per child (2 different shapes) (Enrichment tip)

Be Prepared: Today's activity uses pipe cleaners to make a pattern bracelet. To help ensure that children are not scratched when wearing their bracelet, bend back the ends so they are smooth. Yarn can be used as an alternative to pipe cleaners. If using yarn, tape the ends to make stringing easier and to prevent fraying.

BEGIN: Yesterday we practiced making simple patterns. We know that a simple pattern uses two things that repeat themselves.

Today we are going to make a bracelet with beads using a simple pattern. Have you ever made a beaded bracelet?

ACT: [*Give each child a pipe cleaner and a handful of beads representing two different colors.*]

We are going to make a pattern with two different colors of beads. Please watch as I show you.

I have (color) beads and (color) beads. I will start the pattern with a (color) bead. What color of bead should come next in the pattern?

[*Demonstrate by stringing the pipe cleaner with six beads using a simple ABAB pattern.*]



Now each of us can make the same pattern with our beads!

[*Observe (and help if necessary) as children recreate the pattern you made on their own pipe cleaners. Example: "Which color will come next in the pattern?"*

Encourage children to extend the pattern by adding 6–8 more beads. When they have finished, say the pattern together as children point to the beads. Close the pipe cleaner to form a bracelet for each child to keep.]

RECAP: Today we practiced making simple patterns by making bracelets with beads.

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WEEK 15
DAY 2

Making Patterns *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ Some children may find it easier to make their bead pattern on the table before stringing it on their bracelet. ■ If children have difficulty extending the pattern by adding 6–8 more beads, point to the beads in the completed portion of the bracelet and ask them to say the pattern with you.

Enrichment ■ Create a pattern similar to the one created on the bracelet but make a deliberate error. Example: Follow a blue bead with another blue bead instead of a red bead. Encourage children to find the mistake. ■ Invite children to make their own ABAB patterns on another pipe cleaner with two different shapes of beads. Example: stars and circles.

123 Center Activity

Provide shapes (pattern blocks) and several ABAB shape pattern examples for children to use in making their own patterns.

Family Child Care

School-age children may enjoy making more challenging patterns with items found outdoors. Encourage children to find the missing item in a more challenging pattern you make. Example: leaf, rock, rock, stick, leaf, rock, ___, stick. What is missing?

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WEEK 15

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: Tape the picture of a tiger on a red circle and the picture of a fish on a blue circle. Keep the tape loose because the pictures will be removed during the activity. You will also need a blank yellow circle (no animal picture taped to it).

If time permits, offer *The Freeze Game* from Week 15, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *The Freeze Game* from Week 15, Day 1. The game for today may be less challenging when offered again at a later point.

Skill and Goal

Executive function

Children will regulate their behaviors in response to different oral and visual prompts.

Key Concepts

Review: Focus

Materials Needed

*2 pictures as shown

3 circles with animal pictures (see Be Prepared)

3 different circles with 3 different animal pictures (see Enrichment tip)

*Printables provided

BEGIN: We are learning games that help us focus on what we are expected to do. What does it mean to focus on something? (concentrate on it)

Today we will play a game we've played before. We will play *Sleeping, Sleeping, All the Children Are Sleeping*.

EXPLAIN: Remember, in the *Sleeping, Sleeping* game we pretend we are sleeping on the floor. I will sing a song while we pretend to sleep. The song goes like this:

[*Sing the song to your own tune.*]

"Sleeping, sleeping, all the children are sleeping." Then I will say, "And when they woke up . . . they were _____." Each time I say, "And when they woke up . . . they were_____." I will say a different animal. Let me show you first.



ACT: [*Encourage children to lie in a sleeping position. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, encourage them to stand up and pretend to be the named animal. Try this 2–3 times.*]



Now we will play the game a little differently. This time we will use colored circles with animal pictures on them.

[*Display each circle as you describe it.*]

EXPLAIN: I have a red circle with a tiger on it and a blue circle with a fish on it. When I hold up the red circle, we will act like tigers. When I hold up the blue circle, we will act like fish. I also have a yellow circle with nothing on it.

When I hold up the yellow circle I will choose a different animal each time. Let's try it!

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Focusing & Remembering *continued*

Self-Regulation

ACT: [*Encourage children to lie in a sleeping position again. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to act like the pictured animal. Try not to say what the animal is, however. Encourage children to look at the visual cue. When you hold up the yellow circle, say any animal you wish except a tiger or a fish. Try this 2–3 times.*]

This time I am going to remove the pictures from the circles (or use the side without the animal picture). Each time I hold up a circle, we need to act like the animal that was on the circle before I removed the animal picture.

- We need to remember the animal that was on each circle.
- What animal was on the red circle? (tiger)
- What animal was on the blue circle? (fish)
- What animal was on the yellow circle? There was no animal on the yellow circle!
- I will choose a different animal each time.

Let's try it!

[*Encourage children to lie in a sleeping position again. Begin singing the song as children pretend to sleep. Each time the children pretend to wake up, hold up one of the circles and encourage children to act like the animal that was previously on the circle. When you hold up the yellow circle, say any animal you wish except a tiger or a fish. Try this 2–3 times. Play as long as time permits.*]

RECAP: Today we again played *Sleeping, Sleeping, All the Children Are Sleeping*. We changed the rules of the game.

- What parts of our body did we use to pay close attention during this game? (eyes, ears)
- During the game we moved like animals. What things changed during the game? (moved like different animals each time, used colored circles)
- What would happen if we didn't watch or listen carefully during the game? (we wouldn't know which animal to pretend to be)

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WEEK 15

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ If children need additional assistance in remembering the animal previously on the colored circle, say the animal name when you hold up the circle. ■ If children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game.

Enrichment ■ If children easily understand the rule changes, ask children to be a baby of the animal previously pictured. Example: After you've held up the red circle, encourage children to act like a baby tiger. ■ Invite children to try another rule change for *Sleeping, Sleeping*: Use three different animals on colored circles (snake, butterfly, dog).

Center Activity

Invite children to continue playing *Sleeping, Sleeping*. Encourage children to take turns singing the song.

Family Child Care

Send the new rules home for the game and encourage children to explain the changes to family members at pickup time.

The *Sleeping, Sleeping, All the Children are Sleeping* 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.

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WEEK 15

DAY 2

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will strengthen their understanding of basic parts of a plant.

Key Concepts

Review: Plant
Seed
Stem
Leaves

Materials Needed

*1 picture as shown
Science journals
Drawing tools

*Printables provided

Be Prepared: Today's activity will take place outside. If inclement weather or other factors prevent you from going outside, adjust this activity for an indoor setting. Use books and pictures of plants for children to explore if you remain indoors.

BEGIN: Yesterday we learned how the parts of a plant help the plant to live and grow. We know that a plant is a living thing that grows in soil or water.

[*Display picture of a plant used on Day 1. Point to parts as you describe each.*]

We know that plants get water and nutrients with their roots. The nutrients and water travel up the stem to the leaves. Plants use sunlight to make food in their leaves.

ACT: Let's go outside to find some plants! We will take our science journals so we can draw plants that we see.



[*Take children outside to find and explore plants. Encourage exploration with questions such as the following:*]

- Where are the leaves on the plant?
- Does this plant have a stem?
- Do we see any seeds?
- Can we see the roots of the plant?
- Where are the roots? (in the soil)

RECAP: Today we looked for plants outside and talked about their parts. Please tell us about a plant you found!

Scaffolding Tips

Extra support ■ As children find plants help them identify each part, if necessary. Example: "Robin, can you find the thin, flat parts of the plant? These are the leaves."

Enrichment ■ Ask children to compare the plants they saw. Were the leaves of the plants different? Were they all the same size? Color? Shape?

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WEEK 15

DAY 2

Exploring Living Things *continued*

Science

Center Activity

Fill the sensory table or tub with potting soil. Provide children with silk plants and flowers, small shovels, an empty watering can, pots, and other items. Encourage children to pretend they are planting the flowers and plants.

Family Child Care

As children find plants, you may want to dig up a small plant to take a better look at the roots. Return the plant to its location.

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WEEK 15

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter P card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter P card.*]

What is the name of this letter?

[*Point to the uppercase letter P on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter P?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 15

DAY 3

Making Patterns

123 Mathematics

Be Prepared: Invite another adult to join you in helping each child make a crown decorated in a simple pattern of shapes.

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of how to duplicate and extend an ABAB pattern.

Key Concepts

Review: Simple pattern

Materials Needed

Small circle, triangle, rectangle, and square construction paper cutouts—6–8 per child

Strip of paper for crowns—1 per child

Glue sticks—1 per child



BEGIN: We can make patterns out of many kinds of things. Today we are going to make a pattern crown! We will make our pattern crown with shapes.

EXPLAIN: Let me show you how we can make our crowns.

[*Display a 2-inch x 18-inch strip of paper and small shape cutouts (circles, squares, rectangles, triangles).*]

We will choose two different shapes to make the simple pattern on our crown. I am going to choose circles and triangles for my crown. To make our pattern, we will start with the first shape, then add a different shape, and then add the first shape again.

ACT: [*Begin the pattern by gluing a circle to the left end of the strip of paper. Then glue a triangle next to the circle.*

As you continue the pattern, ask children what will come next. Continue until the pattern reaches the other end of the crown. Point to each shape in the pattern as children say the pattern with you.

Invite children to select two shapes to use for their pattern. Children will need 3–4 of each shape cutout. Help by pointing to and saying the pattern, if necessary. When the pattern is complete, invite children to point to each shape as you say the pattern together. As each child finishes, staple the crown so it fits snugly on his/her head.]

RECAP: Today we made pattern crowns. How many different shapes did we use in our simple pattern? (two) Who would like to tell us the pattern on your crown?

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Making Patterns *continued*

Scaffolding Tips

Extra support ■ Remind children that a simple pattern uses two things that repeat themselves. ■ Explain that a crown is something we can wear on our head like a hat. Children may be familiar with crowns worn at some birthday parties. ■ Some children may find it easier to make their shape pattern on the table before gluing it to their crown. ■ If children need additional experience in making simple ABAB patterns, invite them to touch the pattern as you say it. Say each pattern slowly as children say the pattern with you.

Enrichment ■ Invite children to make another crown by drawing two shapes in a simple pattern.

123 Center Activity

Provide glue sticks and two different colors of construction paper strips to make paper chains. Demonstrate how to make a paper chain in an ABAB pattern by linking loops of paper. Invite children to create an ABAB pattern with two different colors of paper strips.

Children may want you to connect the chains and hang them in the room.

Family Child Care

With mixed-age groups, pay close attention to children's mastery of items included in a pattern. Younger children may benefit from work with basic items (different colors, same shape with different colors), whereas older children may prefer to work with a wider range of items (different shapes with different colors).

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WEEK 15

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel shy.

Key Concepts

New: Shy

Review: Emotion
Friendly

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

*5 pictures as shown

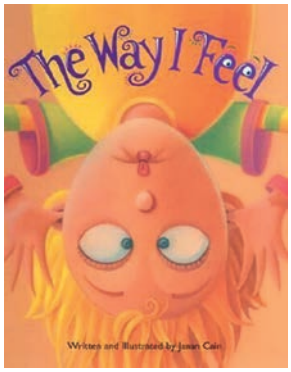
*Printables provided

BEGIN: Who would like to remind us of what an emotion is? (the way we feel inside) Watch me carefully to see if you can guess what emotion I am pretending to feel.

[*Sit in a chair with your hands over your face. Peek between your fingers.*]

ASK: What do you think I may be feeling?

EXPLAIN: I am feeling shy. When we feel **shy**, we may feel a little worried about new places or being with people we do not know. We might hide our face or hide behind a parent when someone talks to us. Almost everyone feels shy sometimes. It's okay to feel shy.



ACT: Let's listen to what our book, *The Way I Feel,* tells us about feeling shy.

ASK: [*Display book page on feeling shy.*]

How can we tell the girl in our book feels shy? (hiding behind her mom)



EXPLAIN: Now let's take a look at our poster and see if we can find the child who is feeling shy.

ACT: [*Invite children to point to the child on the poster who looks shy. Discuss facial features and body postures that children associate with being shy.*]

EXPLAIN: There are many reasons we might feel shy. We might feel shy when we go somewhere new or when we don't know people we meet. We might feel shy when we are in a new place.

Let's look at some pictures of a boy named Bayne. Bayne was feeling shy about going to a different child development program.



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Understanding Feelings *continued*

Social-Emotional

[*Display picture of child lying on his bed.*]



Bayne's tummy hurt the night before the first day at a different program. He was excited, but also a little worried, because everything was going to be new for him at the program.

ASK: Have you ever had a tummy ache when you were going to a new place or meeting new people? What was it like?

[*Display picture of child sitting on his mother's lap.*]



EXPLAIN: Bayne felt much better after he talked to his mom about how he felt. Talking to a parent or another adult can help us when we are worried about something new.

[*Display picture of child standing behind his mother.*]



Bayne felt shy when it was time to meet his new teacher. Sometimes meeting someone new can make us feel shy.

ASK:
- What does Bayne's face look like? (frowning, sad)
- Where is Bayne standing? (behind his mother)

EXPLAIN: Let's look at a picture of Bayne at circle time in his classroom. He was feeling shy again.

[*Display picture of child standing during circle time.*]



Bayne felt shy about joining the group. He didn't know any of the other children. Sometimes we feel shy when we are somewhere new and we don't know any of the people.

We can help someone who is feeling shy by being friendly to them. We know that being friendly means being nice to someone.

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WEEK 15

DAY 3

Understanding Feelings *continued*

Social-Emotional

ASK: How could other children and adults be friendly to Bayne and help him feel better about being in a different program? (ask to sit with him, ask him to play, show him some toys or a center)

[*Display picture of child being friendly to Bayne.*]

RECAP: Today we learned what it means to feel shy. We also talked about how we can help someone who is feeling shy. Almost everyone feels shy sometimes. It's okay to feel shy.



Scaffolding Tips

Extra support ■ To help children understand what it means to feel shy, compare the child on the "Our Feelings" poster who appears shy to another child on the poster who represents a contrasting emotion. Engage children in a discussion of how the two faces are different.

Enrichment ■ Ask children to describe another time when a person might feel shy.

Center Activity

Provide *pictures used in today's activity and puppets. Encourage children to describe the boy who is feeling shy in each picture. Use the puppets to be friendly to someone who is feeling shy.

*Printables provided

Family Child Care

Using the *pictures, encourage older children in your setting to tell a story to younger children about the boy who was shy.

*Printables provided

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WEEK 15

DAY 3

Exploring Living Things

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of living things

Children will understand that seeds need sunlight, water, and soil to grow.

Key Concepts

Review: Flower
Seed

Materials Needed

The Tiny Seed by Eric Carle

Also Promotes

Language/Literacy

BEGIN: [*Display book cover.*]

Let's look at the cover of our book. What do you see? (flower, leaves)

We know that a flower is the part of a plant that makes seeds.

EXPLAIN: Today we will read this book to learn more about seeds. The book is called *The Tiny Seed*. Eric Carle is the author and illustrator of our book.

[*As you read the book, pause to describe illustrations and respond to children's questions.*]

Our book told us that the tiny seed needed three different things to grow into a new plant. The seed needed soil, water, and the sun.

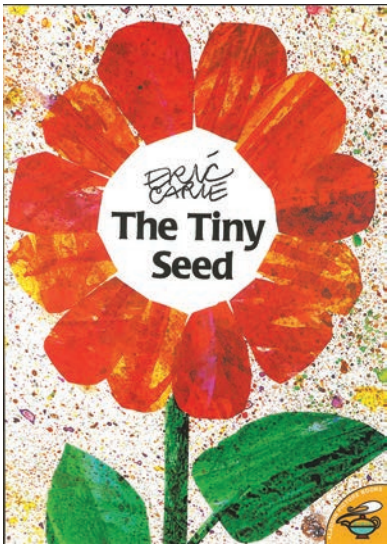
ASK:

- How did the tiny seed get water? (rain)
- What would happen to the tiny seed if it did not have soil, water, and sun? (it would not grow)

EXPLAIN: Some of the seeds in our book did not grow.

ASK: [*Go through the book and point to seeds that did not grow.*]

Why didn't some of the seeds grow? (the sun burned one, one landed on the ice, one fell into the water, one landed in the desert, a bird ate one, a mouse ate one)



RECAP: Today we learned that seeds need three things to grow. What are the three things a seed needs to grow? (sunlight, water, soil)

Scaffolding Tips

Extra support ■ If children have difficulty remembering the three things a seed needs in order to grow, show pictures of each thing in the book as you describe it.

Enrichment ■ Ask children if they have ever seen a garden growing. Invite children to describe the garden.

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WEEK 15

DAY 3

Exploring Living Things *continued*

Science

Center Activity

Provide a bowl or tub filled with various kinds of seeds. Also provide smaller cups or bowls and encourage children to sort the seeds.

Family Child Care

Invite children to plant some seeds. As the plants grow, point out the similarities and differences.

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WEEK 15

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend syllables into a word. Children also will understand the name and sound of the letter P.

Key Concepts

Review: Syllable

Materials Needed

Last name cards (see Be Prepared)

*Letter P card

*4 letter P picture cards

Chart from Day 2

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

Be Prepared: Prepare for each child a card with his/her last name divided into spoken syllables with dots. If a child has only one syllable in his/her last name, his/her card will not have a dot. Also prepare a name card for demonstration purposes, using a two-syllable last name of someone known to the children. Print the last name divided by spoken syllables.

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

We know that parts of a word are called syllables. Let's think about the syllables in the word "di-no-saur."

[*Say di-no-saur slowly while clapping once for each syllable. Then lead children in first saying the word and then clapping once for each syllable. Ensure that your claps are slow and deliberate to help children understand that each syllable gets one clap.*]

ACT: [*Alter your voice so that it sounds like a robot. Speak in short, choppy sentences while separating multiple-syllable words into syllables.*]

I am a robot. Can you help me?

[*Display the demonstration card. Enunciate each syllable slowly in "robot talk." Pause briefly between syllables.*]

I see a last name of someone we know. The name is _____.

What name do I see?

[*Say the following in your regular voice so that you no longer sound like a robot.*]

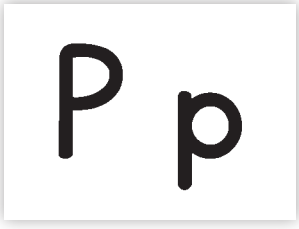
Now each of us will have a turn to say the last name I see. I will pretend to be a robot and ask each of you to help me. I will say a last name in "robot talk" and then the person whose last name I am saying can help by telling me what last name I see!

[*Hold up each child's last name card. One at a time, say the last name in "robot talk," and then ask the child to say the last name by blending the syllables in the word.*]

EXPLAIN: Let's learn more about the letter P.

[*Display letter P card.*

If a child(ren) whose name begins with the letter P was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter P when you say the name.]



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Understanding Letters *continued*

Maybe someone in our group has the letter p somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase p and it will look like this.

[*Point to the lowercase p on the letter card.*]

Pop up if you have the letter p somewhere else in your name (not at beginning).

[*If a child has the letter p somewhere else in his/her name, point to the name and to the letter p on the list of children's first names so all children can see the name and the letter p.*]

ASK: What is our word that begins with the letter P? (pattern)

ACT: The letter P says /p/, just like at the beginning of the word "pattern." /p/, /p/, pattern. Let's say that together: /p/, /p/, pattern.

I have two pictures of things that begin with the letter P. I wonder what they could be?



JPC24M/flickr/(CC BY-SA 2.0)





LBJ Library/flickr/Public Domain



James Langiewicz/flickr/Used With Permission

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says pig. The letter p is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter P and write them on our chart. Remember, the letter P says /p/, /p/.

[*Help children by suggesting other words that begin with p. Examples: pin, pants, pop, past.*

Invite one or more volunteer children to find the letter p in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter P on your chart paper.]

We use two lines to make an uppercase P. One line is straight and tall and the other line is curved.

[*Give each child his/her letter journal.*]

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WEEK 15 DAY 4

Understanding Letters *continued*

Language/ Literacy

Now we are going to write the letter P in our letter journal. Please write the uppercase (big) letter P in your journal. Write as much of the letter as you can.

RECAP: Today we listened to the syllables in our last names in "robot talk." Then we put the syllables together to say someone's last name.

We also learned that the letter P says /p/, just like at the beginning of the word "pattern." We made the uppercase (big) letter P in our letter journal. Let's say together the sound the letter P makes (/p/).

Scaffolding Tips

Extra support ■ If children are unsure of the last name you are saying, repeat the syllables in the last name or say the first part of the last name and encourage the child to complete the word. Example: "I will say the first part of the last name with my robot voice. Then you say the rest of the word. Her-nan." ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter. ■ If you anticipate it will be too challenging for some children to blend syllables in their last name (long name, two last names, etc.), use their first name for the activity.

Enrichment ■ Add more challenge to the task of blending syllables by not holding up a child's last name card when you say the last name in "robot talk." ■ After saying the syllables of a last name slowly, invite children to tell the number of syllables. Repeat the last name, if appropriate. Children may enjoy using "robot talk." ■ Ask children to clap and count the syllables in 2–3 P words listed on the letter P chart. ■ If a child indicates his/her name begins with a P that does not have a /p/ sound (examples: Phillip, Phoebe), explain that some letters make more than one sound. Example: "Some letters make more than one sound. P is one of those letters. You are right, your name starts with the letter P and it sounds like (initial sound of child's first name)." ■ Some children may be interested in your demonstrating and describing how to make a lowercase p. Example: "A lowercase p looks like an uppercase P, but it is smaller."

Center Activity

Encourage children to pretend to be robots in the housekeeping center. Provide boxes with holes cut out for eyes. Encourage children to use "robot talk" to say the names of items as they play.

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WEEK 15

DAY 4

Understanding Letters *continued*

Language/ Literacy

Family Child Care

Encourage children to think about syllables in words as they play outdoors. Say a word and encourage children to jump its syllables. Older children may enjoy thinking of longer words that have many syllables and counting the syllables as they jump!

The syllable activity is informed by the following source: Reading Rockets (n.d.). Blending and segmenting games [Online forum]. Retrieved from http://www.readingrockets.org/strategies/blending_games

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WEEK 15

DAY 4

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of how to duplicate and extend an ABAB pattern.

Key Concepts

Review: Pattern

Materials Needed

Bingo dotters—2 per child (2 different high-contrast colors)

Paper—1 per child

Optional Reading

Beep Beep Vroom Vroom by Stuart J. Murphy

BEGIN: We are practicing how to make a simple pattern. What is a pattern? (something that repeats itself) Yesterday we used shapes to make a pattern on a crown.

Today we will use bingo dotters to practice making a pattern.

ACT: [*Give each child two different-colored bingo dotters and a piece of paper.*]

We are going to make a pattern with two different colors of bingo dotters. Please watch as I show you.

I have a (color) bingo dotter and a (color) bingo dotter. I will start the pattern with the (color) bingo dotter. What color bingo dotter should come next in the pattern?

[*Demonstrate by using the two bingo dotters to make a simple ABAB pattern.*

Invite children to recreate the pattern you made on their own paper.

Encourage children to extend the pattern by adding 6–8 more dots. When they have finished, say the pattern together as children point to the colored dots.

If time permits, encourage children to make a different simple pattern using two different colors of bingo dotters.]

RECAP: Today we practiced making a simple pattern with bingo dotters. Who would like to tell us your pattern?

Scaffolding Tips

Extra support ■ As appropriate, say the pattern out loud or to individual children and/or ask which color comes next.

Enrichment ■ Create a pattern similar to the example pattern but make a deliberate error. Example: Follow a blue dot with another blue dot instead of a red dot. Encourage children to find the mistake.

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WEEK 15

DAY 4

Making Patterns *continued*

123 Mathematics

123 Center Activity

Provide bingo dotters and paper at the easel. Encourage children to choose two colors of bingo dotters and make simple patterns.

Family Child Care

Encourage school-age children to draw a picture that contains a pattern.



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WEEK 15

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will describe a neighborhood place they made with a box in a small group activity.

Key Concepts

Review: Neighborhood
Describe

Materials Needed

Box places made in Week 14

Also Promotes

Language/Literacy

BEGIN: We are learning about neighborhoods and the places we might find in a neighborhood. Remember, our neighborhood includes all of the places near our home. Last week we used boxes to make some of the places in our center's neighborhood.

EXPLAIN: Today we are going to describe the places we made. Each group will take a turn. We know that when we describe something we tell others about it. When our group describes the place we made, we will take turns describing parts of our place.

ASK: Which group would like to describe their place first?

ACT:

- [*Invite groups to describe their box place. Encourage group members to take turns describing the characteristics of their place. Also, encourage group members to describe how the place helps the neighborhood. Example: "A fire station helps the neighborhood because the firefighters keep people safe when there is a fire."*
- *Invite other children to ask questions about the place. Remind children to be good listeners when someone is describing. If children seem nervous or reluctant to describe their box place, indicate that it is okay to feel this way. See Extra support tip for children who do not wish to participate in describing their place.*]

RECAP: Today we described our neighborhood box places. We took turns with other people in our group to describe the characteristics of our place and how our place helps the neighborhood.

Scaffolding Tips

Extra support ■ If children do not wish to help describe their box place, encourage them to hold it while another group member helps describe it.

Enrichment ■ Invite children to tell others about a time they may have visited a neighborhood place described today.

Center Activity

In the block center, encourage children to make neighborhood places with blocks.

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Exploring Where We Live *continued*

Social Studies

Family Child Care

Encourage family members to visit neighborhood places and take pictures of children as they visit each neighborhood place. Invite children to share with others their experiences and pictures of their visits.

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WEEK 15

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group
(see Be Prepared)

Skill and Goal

Motor development

Children will change the speed and direction of their jogging.

Key Concepts

Review: Jogging

Materials Needed

Large round container

*Hippo face as shown

Bases—1 per child (see Be Prepared)

Beanbags—5 per child

Masking tape or hula hoop

Also Promotes

Self-Regulation

*Printables provided

Be Prepared: Affix the provided hippo face to the round container. Create a six- to eight-inch perimeter around the container with a hula hoop or tape. Spread bases around the room. Options for bases include small cones or carpet squares. Place five beanbags at each base. The game works best with a small group of about five children who take turns jogging to the hippo. You can stagger the start times (so children are at different points in jogging to/from the hippo) or invite one child at a time to jog, with other children watching while waiting for their turn.



BEGIN: Last week we jogged in different directions when we played the *Zig Zag* game. Remember, jogging is when we run slowly.

EXPLAIN: Today we are going to jog as we play a game called *Hungry Hippo*.

[*Display hippo.*]

Our pretend hippo is very, very hungry. We are going to try to feed him as quickly as we can.

Listen carefully as I describe how the game works.

- Each of us will have a base where we will place our pretend hippo food.

  [*Point to base and beanbags.*]

  Our bases will be in different parts of the room.
- We will start at our base and pick up one beanbag (hippo food) and jog to our hippo.
- We want to jog slower when we get near the tape that is around our hippo. We do not want to bump into the hippo or other children.
- We will stop when we get to the hippo and drop the hippo food into his mouth. We want to drop the pretend food, not throw the food.
- We jog back to our base and pick up another piece of hippo food and jog back to the hippo to feed him some more food. Our hippo is very hungry!

We will keep feeding our hippo until all of our food is gone.

ACT: I will show you how to play the game.

[*Describe each step as you demonstrate how the game works. Emphasize slowing down as you near the tape and then stopping when you reach the hippo.*]

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WEEK 15

DAY 4

Moving Our Bodies *continued*

Physical/ Health

EXPLAIN: Let's find our bases and our hippo food.

ACT: [*Start the game. See Be Prepared for options.*]

RECAP: Today we practiced jogging faster and slower, bending, stopping, and changing direction by feeding a hungry hippo. We can use our jogging skills to play lots of games!

Scaffolding Tips

Extra support ■ If children have difficulty slowing down or stopping at the perimeter line, stand near the "slow down" or stop point to provide an additional visual clue. ■ If children are learning or reluctant to jog, encourage them to walk quickly or try a combination of walking and jogging.

Enrichment ■ Invite children to jog to/from the hippo without hippo food (no beanbag) and talk about whether and why it is easier to jog without carrying something.

Center Activity

Take the materials for the *Hungry Hippo* game outside where bases may be arranged for running. Remind children to slow down and then stop in the vicinity of the hippo.

Family Child Care

The *Hungry Hippo* game can be played by walking (vs. jogging) if space is limited. Children can benefit from walking faster and slower, bending, stopping, and changing direction.

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood*. Champaign, IL: Human Kinetics.

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WEEK 15

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter P.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter P card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter P card.*]

What is the name of this letter? What sound does the letter P make?

Letter P says /p/, just like in the word "pattern." /p/, /p/, pattern. Let's together say /p/, /p/, pattern.

P p

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 15

DAY 5

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of an ABAB pattern.

Key Concepts

Review: Pattern

Materials Needed

Chart from Day 1

Small triangle and square construction paper cutouts

6 Unifix® cubes—3 each of 2 different colors

BEGIN: This week we made different kinds of simple patterns. We know that a pattern is something that repeats itself.

ACT: Let's look at our chart from Day 1.

[*Point to elements of each pattern as you discuss each of the three patterns.*]

- Let's say together the pattern we made with pictures of boys and girls.
- Let's say the pattern we made with colors.
- What shapes did we use to make a pattern on our chart? Let's say the pattern together.

Now let's make a pattern with triangle and square shapes we can move.

[*Use paper shapes to create a simple pattern on a board all children can see. Begin with the first four shapes and then invite volunteer children to help extend the pattern.*]

Let's say the pattern together as I point to each shape!

Let's make one more pattern.

[*Make an ABAB pattern with Unifix® cubes of two different colors. Encourage children to help extend the pattern. Offer support with questions such as the following:*

- *"What comes first in our pattern?"*
- *"What comes next?"*]

RECAP: This week we learned more about how to make simple patterns. We made patterns from different kinds of things. We are becoming pattern experts!

Scaffolding Tips

Extra support ■ Say the pattern slowly and invite children to point to each item as you say the pattern.

Enrichment ■ As you extend a pattern, make a mistake and ask children if it is the color or shape that should go next in the pattern. Example: Follow a square with another square instead of a triangle. Encourage children to find the mistake.

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Making Patterns *continued*

123 Center Activity

Provide various manipulatives and invite children to make simple patterns. Encourage children to plan out their pattern before beginning. This may reduce an urge to add something new in the middle of the pattern.

Family Child Care

Celebrate children's knowledge of patterns by having a "Pattern Day" in your setting! Encourage children to wear clothing with simple patterns and bring something to share from home that has a pattern. Supply a lunch and snack that children can arrange into simple patterns. Example: berry, cheese cube, berry, cheese cube. Invite children to find patterns during the day by arranging toys and manipulatives into patterns, painting in patterns, or playing music and encouraging children to move in patterns. You may wish to invite family members to share in the fun by wearing patterned clothing!

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WEEK 15

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of physical environments

Children will understand a map shows the locations of places in a neighborhood.

Key Concepts

New: Map
Location

Materials Needed

Bedsheet or large pieces of butcher paper (see Be Prepared)

Children's box neighborhood places

Also Promotes

Self-Regulation

Optional Reading

Map My Neighborhood by Jennifer Boothroyd

Be Prepared: Use a large bed sheet or large pieces of butcher paper to make a floor map of your center's neighborhood. You may wish to include more or less detail depending on your children's understanding of places in their center's neighborhood. If a group of children did not make a box version of your center, draw a simple picture of your center in its proper location on the map. If you anticipate children will be familiar with the location of places they've made, draw only the center location on the map. If you anticipate that children's understanding of a map may be challenging, draw on the map places made by children.

BEGIN: Last week we worked in groups and used boxes to make places found in our center neighborhood. Each group worked on one place.

EXPLAIN: Today we are going to look at a map of our center's neighborhood. A **map** is a picture that shows where things are located. Our map will show where places in our center's neighborhood are located.

ASK: What do you think the word location means?

EXPLAIN: A **location** is a specific area where something is found.

[*Point to sink location.*]

The sink in our classroom is found in this location. Let's all point to the location of our art easels.

Now let's look at the map of our center's neighborhood.

ACT: [*Place the map on the floor. Arrange children so they are sitting around the edge of the map.*]

This map shows our center's neighborhood. Let's first find the location of our center on the map.

[*Point out the location of the center on the map. If a group of children made a box version of your center, invite them to place it in it's proper location on the map.*]

Now let's find the location on our map for each of our neighborhood places.

[*Encourage group members to point to where their place is located on the map, one group at a time. Help if necessary. Invite group members to place their box place on its proper location on the map.*]



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WEEK 15

DAY 5

Exploring Where We Live *continued*

Social Studies

RECAP: Today we found where our center and our center's neighborhood places are located on our map. We will be able to play with our places and map at center time!

Scaffolding Tips

Extra support ■ To help children better understand the location of a place in relation to your center, discuss its distance from the center. Example: "The fire station is very close to our center. The hospital is farther away. It takes longer to drive to the hospital than it does to the fire station."

Enrichment ■ Invite staff at your center to view the center neighborhood map in your classroom. Encourage children to describe the neighborhood to them.

Center Activity

Make the map of your center neighborhood and children's box places available for play. Invite children to add cars and toy figure people and pretend they are moving about their center neighborhood.

Family Child Care

Encourage children to share their neighborhood map and places with families at pickup time. Invite children to describe the neighborhood and the places you can find in it!

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WEEK 15

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Be Prepared: Today's activity is a non-competitive game involving pairs of children. Children will carry an item of your choice from a large container (such as a tub) to their bucket, taking turns with a partner to fill their bucket. Select an item for children to carry and place in their buckets that requires some care in transporting in a scoop while walking. Options include cotton balls, wood chips, or similar material that is easy to clean up when spilled. Place the tub of filling in a central location and spread the bases around the activity area. The game works best with a small group to reduce chances of bumping into each other. Several large tubs of filling can be used if necessary. Arrange for an adult to help you demonstrate the game.

Skill and Goal

Motor development

Children will alternate jogging and walking as part of carrying a scoop of easy-to-spill material.

Key Concepts

Review: Jogging
Walking

Materials Needed

Bases—1 per pair of children

Buckets—1 per pair of children

Same-sized scoops—1 per pair of children

Item to fill children's buckets (cotton balls, wood chips, etc.)

Large container

Also Promotes

Self-Regulation

Social-Emotional

BEGIN: Yesterday we practiced our jogging skills to feed a hungry hippo. We jogged from our base to the hippo and then jogged back to our base.

EXPLAIN: Today we are going to play a game called *Fill the Bucket*.

We will each have a partner. We will both jog and walk.

ASK: How is jogging different from walking? (move faster when we jog)

EXPLAIN: Listen carefully to see how the game works:

- Each pair will have a bucket to fill with (name of filling).
  [*Display a bucket.*]
- The filling is in the large tub.
  [*Point to the large tub.*]
- One partner takes the scoop, jogs to the large tub, and takes one scoop of the (filling). The other partner waits at the base.
- The partner with the (filling) in the scoop walks carefully back to his/her base. We need to hold the scoop carefully so the (filling) does not fall out. The partner with the scoop of (filling) empties the (filling) into the bucket. The scoop is handed to the waiting partner.
- Now it is the other partner's job to help fill the bucket by jogging to our tub, putting (filling) in the scoop, and walking carefully back to his/her base.
- The partners take turns filling their bucket.

ACT: [*With another adult, demonstrate how the game works. Then form pairs of children at their bases. Encourage children to focus on doing their part of the game and not on how quickly they fill their bucket. This is not a race.*]

RECAP: Today we practiced our jogging and walking skills again. We played a new game called *Fill the Bucket* where we had to scoop up _____ and fill up a bucket. We did this with our partner.

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WEEK 15 DAY 5

Moving Our Bodies *continued*

Physical/ Health

We used our bodies in different ways to play our *Fill the Bucket* game. We jogged, we walked, we used a scoop, and we tried hard to carry a scoop of (filling) without spilling it. What was the hardest thing to do? Why?

Scaffolding Tips

Extra support ■ Encourage children to use both hands to hold the scoop when it is filled. Another option is to use one hand to hold the scoop and the other hand to cover the material in the scoop. ■ Omit the jogging element of the game (walk both ways) if it is too challenging for children to alternate between jogging and walking. ■ If a child has difficulty waiting for his/her turn, stand closer to the child and use physical reminders, such as a gentle hand on the shoulder, to help the child wait. ■ Children will likely need reminders to walk instead of jog when carrying the filling to their bucket. You may wish to invite the "waiting" child to offer this reminder to his/her partner.

Enrichment ■ If there is sufficient time and child interest, invite children to form teams of three to fill a bucket or to switch partners for a second round.

Center Activity

Offer more experience with the game by providing a large container with a different type of filler for children to carry in a scoop to their bucket. See the Enrichment tip for variations to consider using.

Family Child Care

Adapt this game for younger children by using a laundry basket and large toys, such as stuffed animals, to fill a bucket.

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WEEK 16 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words and identifying rhyming words (Days 1, 3, 5)
- Identifying the names of letters X (Day 1), S (Day 3), and P (Day 5)
- Practicing how to divide words into syllables (Days 2, 4) and put syllables together into a word (Day 2)

Mathematics

Counting Things

- How to compare groups of different numbers of blocks (Days 1–5)
- Identifying numerals 5, 6, 7, and 8 (Days 1–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
  - *Conducting an Orchestra* game (Day 1)
- How to follow requests by listening and remembering
  - *Drum Beats* game (Day 2)

Social-Emotional

Understanding Feelings

- When we feel embarrassed, we may feel foolish in front of other people (Day 3)
- Practicing some things we might do when we feel embarrassed or when someone else seems embarrassed (Day 3)

Social Studies

Exploring Where We Live

- Neighborhoods make up a community (Day 4)
- Building pretend neighborhoods in our pretend community (Day 5)

Creative Expression

Making Music

- Our voice is a musical instrument when we sing (Days 1–2)
- Different kinds of musical instruments make different kinds of sounds (Day 3)

Physical/ Health

Moving Our Bodies

- How to throw a ball straight up into the air (Day 4)
- How different parts of our body can help us throw a ball into the air (Day 5)

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WEEK 16

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter X card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter X card.*]

- What is the name of this letter?
- Pop up if you have the letter X in your name!



EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 16

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will compare groups of five or fewer items. Children will also recognize the numeral five.

Key Concepts

New: Five

Review: More
Fewer

Materials Needed

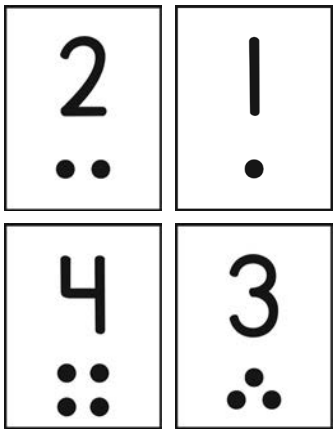
*Large numeral cards 1–5

10 identical blocks

*Printables provided

BEGIN: We are learning what numbers one, two, three, and four look like.

[*Display large numeral cards 1–4 in random order. Invite children to name each number. Then invite volunteer children to point to and count the number of dots on each card.*]



EXPLAIN: Today we will practice comparing groups that have different numbers of items. We will think about which group has more and which group has fewer.

ASK:

- What does it mean when something has more? (it has a larger amount of items)
- What does it mean when something has fewer? (it has a smaller amount of items)
- Each of us has one mouth and two ears. Which do we have fewer of, ears or mouths?

EXPLAIN: Let's look at two groups of blocks.

[*Display two groups of identical blocks: one group with five blocks and one group with two blocks.*]

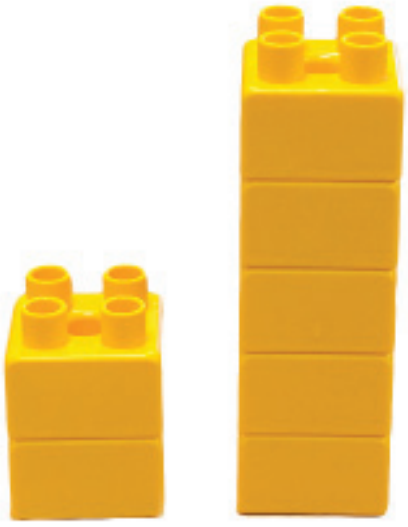
ASK:

- How many blocks are in the first group? (two) How do we know?
- How many blocks are in the second group? (five) How do we know?
- How can we tell which group has more?

EXPLAIN: We can count the number of blocks in each group to find out which one has more. Or we may know how many are in each group by just looking at the groups.

[*Display two groups of two identical blocks.*]

Here are two groups that have equal amounts.



ASK: How many blocks are in each group? (two)

EXPLAIN: Both groups have two blocks. The groups are equal. The amount of blocks in each group is the same.

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Counting Things *continued*

ACT: Let's compare some more groups of blocks.

- [*Invite two volunteer children to each arrange a group of 1–5 identical blocks.*
- *Invite all children to say how many blocks are in each group.*
- *Ask children to determine which group has more (or fewer) blocks.*
- *Repeat this procedure with two other volunteer children if time permits.*

Hold up five fingers.]

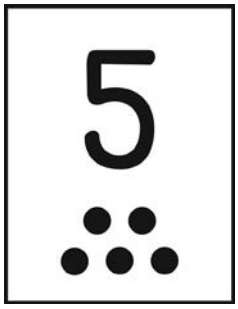
ASK: How many fingers am I holding up?

EXPLAIN: I am holding up five fingers. Let's count them together.

[*Point to each finger as you encourage children to count with you.*]

Number five looks like this.

[*Hold up a large numeral five card.*]



The number **five** means there are five of something. Let's count together the dots on the number card.

[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

The number five means there are five things! Please hold up five fingers. Let's count them together.

[*Display a large numeral two card next to the numeral five card.*]

Let's compare the number two to the number five.

ASK:

- How is the number five <u>similar</u> to the number two? (both have curved lines, both have straight lines)
- How is the number five <u>different</u> from the number two? (number two has only one straight line)

RECAP: Today we practiced comparing groups of different numbers of blocks. We also learned what the number five looks like.

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children seem uncertain about the names of numerals displayed in the opening segment, place the cards in numerical order and review the names and characteristics of each numeral. Also, count the number of dots shown on each. ■ If children need additional help in determining more or fewer, practice by displaying groups of fingers on two hands. Begin with groups of one and five and gradually move to groups that are closer in number, such as three and four. ■ If children need additional experience with naming numerals, hold up the corresponding number of fingers when asking the numeral name. ■ Display a group of five blocks and invite children to count with you as you point to each block. ■ You may wish to place a set of large numeral cards on the wall or in a visible area of your classroom for children's reference.

Enrichment ■ Invite children to think of and compare other groups on their bodies that have more or fewer or the same (arms, head, legs, feet, fingers, etc.).

123 Center Activity

Provide two sets of *small numeral cards 1–5. Turn the cards face down so children cannot see the numerals on each card. Invite children to play a memory game and look for matching cards.

*Printables provided

Family Child Care

As an extension of today's activity plan, school-age children may wish to compare larger groups of items. Place small manipulatives in a bowl. Invite two school-age children to each take a handful of the manipulatives and count the number of items. Who has more? Who has fewer? Are the groups equal?

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WEEK 16

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Be Prepared: If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 15, 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 *Sleeping, Sleeping, All the Children Are Sleeping* from Week 15, Day 2. The game for today may be less challenging when offered again at a later point.

Skill and Goal

Executive function

Children will regulate their behaviors in response to different oral and visual prompts.

Key Concepts

Review: Orchestra
Conduct

Materials Needed

Classroom musical instruments—1 per child

Baton or stick

BEGIN: Today we will play *Conducting an Orchestra*. This game helps us to concentrate on what we need to do.

ASK: How do we play *Conducting an Orchestra*?

EXPLAIN: Remember, an orchestra is a group of people who play certain kinds of musical instruments together.

ASK: What does someone do when they conduct an orchestra? (lead it)

EXPLAIN: So when someone conducts an orchestra, they lead a group of people playing certain kinds of musical instruments.

ACT: [*Give each child a musical instrument. Instruments may include drums, bells, triangles, rhythm sticks, etc. Provide children with a few moments to play their instruments.*]

For this game, I will be the conductor and you will be the orchestra. When I wave the baton slowly, we will play our instruments slowly. Then when I wave the baton quickly, we will play our instruments quickly.

What should we do when I stop waving the baton? (stop playing instrument)

Let's try it.

[*Wave the baton slowly as children play the instruments slowly. After a few seconds, wave the baton quickly. Wait for children to begin playing quickly before you begin waving the baton slowly again. Continue for several minutes as children practice playing quickly, slowly, and stopping while watching the baton.*]

Now we are going to change the game a little. This time when I wave the baton slowly, we will play our instruments quickly. Then when I wave the baton quickly, we will play our instruments slowly.

- How should we play when I wave the baton slowly? (quickly)
- How should we play when I wave the baton quickly? (slowly).

Let's try it.

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Focusing & Remembering *continued*

Self-Regulation

[*Wave your baton slowly as children begin to play the instruments quickly. After a few seconds, wave the baton quickly. Wait for children to begin playing slowly before you begin waving the baton slowly again. Continue as children practice the new rules. Encourage children to stop playing their instruments when you stop waving the baton.*]

RECAP: Today we again played *Conducting an Orchestra*. We changed the rules of the game.

- What part of our body did we use to pay close attention during this game? (eyes)
- What changed during the game? (played instruments slowly and quickly)
- What would happen if we didn't watch carefully during the game? (we wouldn't know how to play our instruments or when to stop)

Scaffolding Tips

Extra support ■ Say aloud the words "fast" or "slow" as you wave the baton if children need an additional oral reminder of the action to be completed when the rules have been changed. ■ If children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game. ■ If children seem unclear about the baton movements, use your arm in an expansive way to communicate the prompt.

Enrichment ■ If children easily grasp the rule change, shorten the length of time between moving from fast to slow. ■ Invite children to try another rule change for *Conducting an Orchestra*: Stop playing instruments when the baton moves and begin playing instruments when baton stops.

Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton fast or slow. Ensure the baton does not have a pointed or sharp tip. A soft stick-like item may be used as a baton.

Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

The *Conducting an Orchestra* 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.

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WEEK 16

DAY 1

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Skills that support creative expression

Children will understand that their voices can be used as musical instruments.

Key Concepts

New: Volume

Review: Musical instrument
Song

Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We know that a musical instrument makes music when it is played. Let's look at some pictures of musical instruments we may know.

[*Display three pictures of musical instruments.*]



Megodenas/wikimedia/(CC BY-SA 3.0)

What instruments are shown in these pictures?

[*After children offer ideas, point to and say the name of each instrument.*]

EXPLAIN: Our voice can also be used as a musical instrument.



Our voice makes music when we sing a song. Remember, a song puts words and music together. We sing words to music when we sing a song.

Today we are going to practice using our voice to make music.

ACT: [*Choose a short song, such as "Itsy Bitsy Spider," that is familiar to children.*]

Let's together sing (name of song)!

[*Encourage children to join you in singing the song.*]

EXPLAIN: We used our voices as musical instruments when we sang (name of song).



We can sing loudly or quietly when we sing a song. This is called volume. **Volume** means how loud or how quiet a sound is.

We know that an inside voice is quieter than an outside voice. Inside voices and outside voices have different volumes.

ACT: Let's sing our song again. This time let's sing our song with a louder volume. We don't want to sing so loud that we are shouting. Shouting a song is not singing. We can sing louder without shouting.

[*Encourage children to join you in singing the song with a louder volume.*]

Now we will sing our song with a quieter volume. When might we use a quiet volume in our classroom? (at rest time)

[*Encourage children to join you in singing the song with a quieter volume.*]

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Making Music *continued*

Creative Expression

What was different about singing our song with a louder volume and with a quieter volume? (loud volume was noisy, quiet volume was harder to hear)

[*If time permits, choose another favorite song to try singing with loud and quiet volumes.*]

RECAP: Today we learned that our voice can be used as a musical instrument. We also learned that volume means how loud or how quiet a sound is. We practiced singing a song with a loud volume and a quiet volume.

Scaffolding Tips

Extra support ■ Offer another example of volume differences by saying a sentence with a loud volume and then saying it again with a quiet volume. Invite children to imitate you. ■ Consider using hand signals for loud volume and quiet volume.

Enrichment ■ Invite children to sing the first part of a short song with a loud volume and the second part of the song with a quiet volume.

Center Activity

Encourage children to practice using different voice volumes when playing with puppets or toy people figures.

Family Child Care

Discuss with children the volume of their voices throughout the day. Examples: When children are outside playing, do they use their voice in a loud volume or a quiet volume? When children are getting ready for rest time do they use their voice in a loud volume or a quiet volume?

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WEEK 16

DAY 2

Progress Assessment

Syllables

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will individually demonstrate how to segment a word into syllables and blend syllables into a word.

Key Concepts

Review: Concentrate

Materials Needed

Small box

Items for identifying syllables (see Be Prepared)

Be Prepared: Today's small group activity is a **progress assessment** of children's understanding of blending and segmenting syllables in a word. For efficient use of time, pursue the activity when most or all children are present. For the first portion of the assessment, use items with two or three syllables. Examples: pencil, marker, rectangle, dinosaur. Select an equal number of two- and three-syllable items. Select more items than there are children in your group (so an item is used only once and children have choices in item selection). For the second portion of the assessment, use only words you have not introduced in prior sessions related to syllables. Performance of each child is determined separately for blending and segmenting. See the end of this activity for details.

BEGIN: Today we are going to work again with syllables in words. We will divide words into syllables. We will also put syllables together to make a word.

EXPLAIN: [*Display box with items.*]

I am going to choose an item from this box and we are going to clap once for each of its syllables. Let's first practice together.

[*Choose an item from the box.*]

I've chosen a _____.

Let's together clap the syllables in the word _____.

[*Say the word in unison as you clap its syllables together. Do this two times.*]

Now it's your turn to try!

ACT: [*Assess children individually with the following procedure:*

- *Invite a child to choose an item from the box.*
- *Ask the child to say the item's name and to clap each of the syllables. Name the item if the child is uncertain. If the child gives an incorrect name but says and claps the syllables correctly, this is okay. Example: Child calls a "backhoe" a "digger" and claps two syllables.*
- *If the child seems confused, provide assistance by naming the item, emphasizing the syllables. Then ask the child to repeat the name and to clap each of its syllables. Example: "Clap and say the syllables in this word: prin-cess."*
- *Set aside the item so it is not used by another child.*
- *Repeat the above procedure until all children have been assessed on their understanding of how to segment words into syllables.*]

EXPLAIN: Now we will play a robot game. I am going to pretend to be a robot! We have played this game before. Listen carefully as I speak like a robot.

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Syllables *continued*

[*Say the following in "robot talk."*]

ACT: I am a robot. Can you help me? Can you tell me what I see?

I see a but-ter-fly.

[*Enunciate each syllable slowly. Pause briefly after each syllable.*]

What do I see? (butterfly)

Now each of you will have a turn. I will pretend to be a robot and ask each of you to help me. I will say parts of a word in "robot talk" and then you can help by telling me what I see! All of us need to be quiet so the person helping the robot can concentrate. Remember, when we concentrate on something we pay close attention to it.

[*Assess children individually with the following procedure:*

- *For each child, say a 2–3 syllable word in "robot talk" and ask the child to tell you what you see by putting the syllables together to make a word.*
- *If the child seems confused, provide assistance by repeating the syllables in the word or say the first part of the word and encourage the child to complete the word. Example: "I will say the first part of the word with my robot voice. Then you say the rest of the word. Spa-ghe- _____."*
- *Repeat the above procedure until all children have been assessed on their understanding of blending syllables into a word.*]

RECAP: Today we learned more about syllables. We first clapped the syllables in an item we chose from the box. Then we listened to "robot talk" and put syllables together to figure out what the robot saw.

Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.

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Syllables *continued*

Center Activity

Provide *animal syllable cards used in Week 13, Day 2. Encourage children to choose a card and clap the syllables in the name of the pictured animal. Encourage children to say the animal name as they clap the syllables in the name. Also, provide *animal syllable puzzles. Encourage children to first clap the word to determine how many syllables are in the word, and then put the puzzle together as they say the word while dividing it into syllables.





*Printables provided

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Syllables *continued*

DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for segmenting words into syllables and once for blending syllables into a word. Record your designation for each child on the provided form. Options are as follows:

Segmenting

Got It Child claps and says syllables independently (no assistance or with your assistance in naming a picture only)

Getting It Child claps and says syllables in words as follows:

- The child said the segmented word correctly but clapped an incorrect number of syllables or clapped correctly but did not say the syllables in a word
- You offered assistance by saying the item's name, emphasizing the syllables, and the child clapped correctly

Not Yet Child does not segment syllables in words at this time

Blending

Got It Child blends syllables independently by saying the word correctly without pauses for each syllable (no assistance)

Getting It Child blends syllables with the following assistance:

- You repeated the syllables in the word, and/or
- You provided other cues, such as starting to say the word (example: spa-ghe), and the child completed the word

Not Yet Child does not blend syllables into words at this time

FOLLOW-UP LEARNING SUPPORTS FOR BLENDING AND SEGMENTING SYLLABLES IN WORDS

Reinforce

The following activities are designed to support children who can blend/segment syllables (Assessment = Got It). The activities also are appropriate for children who can blend/segment syllables with assistance (Assessment = Getting It) when offered with additional support.

- Encourage children to listen for syllables in books that are read at group time. This may be easiest to do with rhyming books, such as *Brown Bear, Brown Bear*, or books with lists (such as *The Very Hungry Caterpillar*). In *Brown Bear, Brown Bear*, you can clap syllables in a

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Syllables *continued*

recurring place throughout the book. Example: I see an el-e-phant looking at me. In *The Very Hungry Caterpillar*, you can clap syllables in the list of foods that the caterpillar eats.

- Discuss syllables in words that children encounter as part of their daily routine. Meal times provide a good opportunity to tap (on the table) or clap the syllables in the names of food items.
- Call attention to syllables in new words that are discussed as part of other activities.
- Use a syllable transition activity such as *What's in the Bag?* to dismiss children from group (similar to *Take One Thing From the Basket*—Week 15, Day 2). The staff member identifies an object in his/her bag/box by saying its name syllable-by-syllable, and the child identifies the word. A correct response is confirmed when the staff member brings the object out of the bag and the child is dismissed to join the next activity.
- Sing the following syllable song at group time:

Syllable Song

(Sing to the tune of "If You're Happy and You Know It")

If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you've heard,
If you think you know this word, shout it out!

The staff member says a word broken into syllables and children respond by saying the blended word. Start with two-syllable words and then work up to words with three and four syllables.

- Talk with children about syllables in the names of objects in the environment. This may be easier if you identify syllables in labels/signs in the classroom (examples: blocks, house-keep-ing, com-put-er).
- The activity scheduled for Day 4 of this week offers an active-learning approach to segmenting words into syllables.

Reintroduce

The following activities are designed for children who do not yet blend/segment syllables (Assessment = Not Yet).

- Repeat activities that encourage children to segment and blend words into syllables. Children's first and last names are a good place to start if a child seems uncertain. See Week 14, Days 2 and 4.

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Syllables *continued*

- Use activities, such as *Take One Thing From the Basket* (Week 15, Day 2), in small groups. Simplify the activity by starting with one- and two-syllable words.
- Reassess children's skill in identifying initial sound of familiar words.

SAMPLE PORTFOLIO ENTRIES

Got It

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. Recently I assessed Penelope's progress in understanding syllables. Penelope independently divided (segmented) "pencil" into two syllables and put together (blended) the three syllables in the word "rectangle." I am offering some follow-up learning opportunities to reinforce Penelope's understanding of syllables.

Getting It

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. Recently I assessed Zachary's progress in understanding syllables. Zachary successfully clapped (segmented) the two syllables in the word "marker" when I offered some assistance by saying the syllables of "marker." Zachary also correctly put together (blended) the three syllables in the word "dinosaur" when I offered some assistance by repeating the syllables in "dinosaur." I am offering some follow-up learning activities to support Zachary's emerging understanding of syllables.

Mixed Pattern (Got It, Getting It)

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. I recently assessed Violet's progress in understanding syllables. Violet successfully put together (blended) the three syllables in the word "elephant" without assistance from me. She divided (segmented) the two syllables in the word "chicken" by correctly clapping the two syllables but she did not say the syllables while she clapped, as requested. I am offering some follow-up learning opportunities to reinforce Violet's understanding of how to blend syllables into a word, and to review how to divide (segment) a word into syllables.

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Syllables *continued*

Not Yet

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. Rian's progress in understanding syllables was assessed. Rian was interested in choosing an item from the box used for the assessment. He was also engaged in naming the item with assistance from me. It seems that Rian was not yet ready to divide (segment) or put together (blend) words with two or three syllables. I am offering follow-up learning opportunities to reintroduce Rian to syllables and will assess his progress after he has had more time to learn about syllables.

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WEEK 16

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will compare groups of more, fewer, or equal amounts of items. Children will also identify the numeral six.

Key Concepts

New: Pair
Six

Materials Needed

*Large numeral cards 1–6

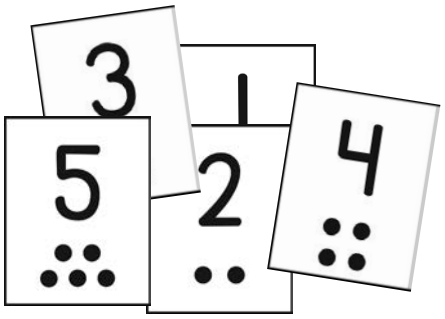
Small blocks or Unifix® cubes—6 per child

Die—1 per each pair of children

*Printables provided

BEGIN: We know what numbers one, two, three, four, and five look like.

[*Display one at a time and in random order the cards for numerals three, four, and five. For each card, invite children to pop up if the number shows how old they are.*]



Let's say the numbers as I hold them up one at a time.

[*Display large numeral cards 1–5 in random order. Invite children to name each number.*]

EXPLAIN: Today we will play a game with dice and blocks. We will work in pairs for this game. When we work in a **pair**, we work with a partner.

We will make towers with our blocks and find out whether our tower or our partner's tower has more blocks.

Each person in the pair will get a turn to roll the die and build a tower. After we roll the die, we will count the dots on the die and then build a tower with the same number of blocks.

After each person builds a tower, you can determine which tower has more blocks. Your towers might even have equal groups of blocks!

Let me show you how to play.

[*Demonstrate with another adult how to each roll the die, count the number of dots on the die, and form a tower with the same number of blocks. Discuss which tower has more blocks.*]

Now we can all play!

ACT: [*Arrange children in pairs. If you have an odd number of children, form one group of three who each build a tower.*

Give each child six small blocks or Unifix® cubes. Count out each block or cube as you place it in front of each child to emphasize that there are six. Also, give each pair of children a die.

Observe and help as needed.

Hold up six fingers.]

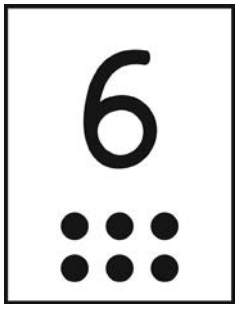
ASK: How many fingers am I holding up?

EXPLAIN: I am holding up six fingers. Let's count them together.

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Counting Things *continued*



[*Point to each finger as you encourage children to count with you.*]

Number six looks like this.

[*Hold up a large numeral six card.*]

The number **six** means there are six of something. Let's count the dots on the number card.

[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

The number six means there are six things! Please hold up six fingers. Let's count them together.

[*Display a large numeral three card next to the numeral six card.*]

Let's compare the number three to the number six.

ASK:
- How is the number six similar to the number three? (both have curved lines)
- How is the number six different from the number three? (number three has two open circles, number six has one circle)

RECAP: Today we played a game with a die and blocks. We compared different towers of blocks to see which tower had more blocks. We also learned what the number six looks like.

Scaffolding Tips

Extra support ■ During the opening segment with numeral cards, invite volunteer children to point to and count the number of dots on each displayed card. ■ Show a group of six blocks and invite children to count with you as you point to each block. ■ As children play the game, observe to make sure they are using the number of dots to determine the number of blocks. Help them point to and count blocks or dots on the die if necessary. ■ Draw all children's attention to a pair of children who have towers with an equal number of blocks. Remind children that equal means they have the same amount.

Enrichment ■ For children who can easily make groups of six or fewer, give them a pair of dice so that they can count, build, and compare larger groups.

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Counting Things *continued*

123 Center Activity

Supply *large numeral cards 1–6 and clothespins. Invite children to attach the corresponding number of clothespins to each numeral card.

*Printables provided

Family Child Care

Invite school-age children to play the game with 2–3 dice. Encourage school-age children to say how many more blocks the smaller group would need to make the two groups equal.

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WEEK 16

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

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

Key Concepts

Review: Practice

Materials Needed

Classroom drum

Be Prepared: If time permits, offer *Conducting an Orchestra* from Week 16, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Conducting an Orchestra* from Week 16, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a new game that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!

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

ACT: I am going to beat this drum with my hand. We will tap our knees lightly while I beat the drum. When I stop beating the drum, we should stop tapping our knees.

Let me show you.

[*Ask another adult to help. Beat the drum, then pause as the other adult taps his/her knees lightly. Then say "stop" and have the other adult stop tapping. The drum beats and taps do not need to be in unison. Continuous tapping is fine.*]



Now let's try it together.

[*Beat on the drum as children tap their knees lightly. Then stop and wait for children to stop tapping. Continue with several rounds of beating the drum and stopping, while waiting for children to tap and stop tapping on cue. Shorten or lengthen the amount of time you beat the drum, based on how quickly children respond to the start and stop prompts.*]

Now we will change our game a little bit. This time when I beat the drum two times, we will tap our knees lightly. Keep tapping until you hear me beat the drum three times. When we hear three drum beats, we will begin to stomp. When I beat the drum one time, we stop. Watch as I show you.

[*Ask another adult to help. Beat the drum two times, then pause as the adult taps. Then beat the drum three times, and pause, and wait for the adult to stomp. Then beat the drum one time and wait for the adult to stop. Alternate between two beats, three beats, and one beat as the other adult taps and then stomps.*]

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WEEK 16
DAY 2

Focusing & Remembering *continued*

Self-Regulation

Now let's try it together!

[*Beat the drum two times, then pause and wait for children to tap their knees lightly. Then beat the drum three times, and pause, and wait for children to stomp. Then beat the drum one time and pause for children to stop. Continue alternating between two beats and three beats as the children tap and stomp. Say "stop" to indicate that children should stop tapping or stomping.*]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do. In our game, we listened for drum beats. What did we need to pay attention to with the drum beats? (whether the beat continued or stopped, whether there were 1, 2, or 3 beats) What did the drum beats tell us to do? (tap our knees lightly, stomp, remain still)

Scaffolding Tips

Extra support ■ If children need an additional reminder of the action to be completed, say aloud the words "tap" or "stomp" after you beat the drum two or three times. ■ If children need an additional reminder of when to stop tapping, say "stop" and do not resume beating the drum until all children have stopped tapping.

Enrichment ■ Invite children to try additional rule changes for *Drum Beats*: Beat the drum two times as children clap, then beat the drum three times as children stomp. Children will stop when the adult says "stop." Then beat the drum slowly as children walk slowly, and beat the drum quickly as children walk quickly. Then do the opposite.

Center Activity

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

Family Child Care

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

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

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WEEK 16

DAY 2

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Skills that support creative expression

Children will strengthen their understanding of a song.

Key Concepts

Review: Volume
Song
Compare

Materials Needed

CD player

Music for Babies CD

BEGIN: Yesterday we used our voices as musical instruments when we sang a song.

We also learned about the volume of a sound. What does volume mean? (how loud or how quiet a sound is)

EXPLAIN: Today we are going to learn more about songs. We know that a song puts words and music together.

We are going to use our voices as instruments when we sing the song "Wheels on the Bus."

ACT: [*Encourage children to join you in singing "Wheels on the Bus."*]

EXPLAIN: We used our voices as musical instruments to say the words and to sing the song.

Now we will sing the song again with other musical instruments. We can sing our song with musical instruments that are on a CD.

ACT: [*Play Track 13 on the CD, Music for Babies: Greatest Baby Lullabies, and encourage children to sing the song with you.*]



EXPLAIN: Music came from two places when we sang the song. There was music from our voices. There was also music from the instruments on our CD.

We need both words and music for something to be a song.

ASK: What are the two things that come from our voices when we sing a song? (words and music)

RECAP: A song puts words and music together. We listened to music. Then we added words to the music by singing. The music became a song!

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WEEK 16

DAY 2

Making Music *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Lead children in humming the music of a song to help them identify the music part of the song.

Enrichment ■ Add a review of the meaning of volume by inviting children to sing the song with a loud volume or a quiet volume. ■ Play again Track 13 on the CD used in today's activity. Encourage children to only listen to the music. After the music is finished, ask children to think about what was missing that could make the music a song. (our voices!)

Center Activity

Encourage children to listen to familiar music on the *Music for Babies: Greatest Baby Lullabies* CD. Invite children to turn the music into a song by singing words that go with the music.

Family Child Care

Invite a school-age child in your setting to introduce a song to younger children by first humming the tune and then adding words to the music. Encourage children to also practice loud and quiet volume levels when singing the song.

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WEEK 16

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter S card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter S card.*]

- What is the name of this letter?
- Pop up if you have the letter S in your name!

S s

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*

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Understanding Words *continued*

- *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 16

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will recognize numerals one through seven and compare groups of six or fewer items.

Key Concepts

New: Seven

Materials Needed

*Large numeral cards 1–7

12 identical blocks

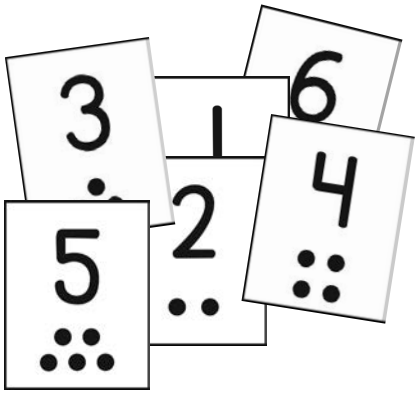
*Printables provided

Optional Reading

Chicka Chicka 1, 2, 3 by Bill Martin Jr. and Michael Sampson

BEGIN: We practice counting each day. Let's try to count to 20! Let's clap once each time we say a number.

[*Lead children in slowly counting to 20 while clapping once each time a number is said.*]



ACT: [*Display numeral cards 1–6 in random order, one at a time. Invite children to name each numeral and to also hold up the corresponding number of fingers.*]

I am going to lay our number cards on the floor in front of us. We can take turns finding a number.

[*Invite six volunteer children, one at a time, to find a specified numeral and then hold up the numeral card for all children to see. (See Extra support tip for responding to an incorrect numeral identification.) Restate the name of the numeral for all children to hear. Then ask all children to show how many by holding up the number of fingers that corresponds to the numeral on the card. Then encourage the child to return the card to the floor.*]

Now we are going to use our number cards again to make and compare groups of blocks.

[*Place numeral cards 1–6 in a stack on the floor in random order. Invite two volunteer children who were not called on previously to each choose a card. After each child has chosen a card, invite him/her to make a group of blocks that corresponds to the numeral on the card they chose. Encourage all children to say which group has more (or fewer).*

Call on different pairs of volunteer children to each choose a card as time permits.

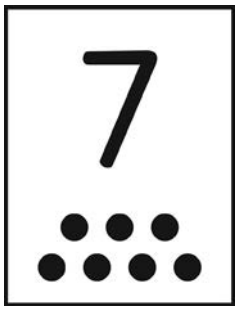
Hold up seven fingers.]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up seven fingers. Let's count them together.

[*Point to each finger as you encourage children to count with you.*]

Number seven looks like this.



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Counting Things *continued*

[*Hold up a large numeral seven.*]

The number **seven** means there are seven of something. Let's count the dots on the number card.

[*Point to each dot on the numeral card as you count the dots. Encourage children to count with you.*]

The number seven means there are seven things! Please hold up seven fingers. Let's count them together.

[*Display a large numeral seven next to the numeral four.*]

Let's compare the number seven to the number four.

ASK:
- How are these two numbers similar? (both have straight lines)
- How are they different? (number four has more straight lines, number seven has only two straight lines)

RECAP: Today we practiced finding numbers we know. We also compared numbers and made groups of blocks that matched the amount on a number card we chose. We determined which group had more blocks and which group had fewer blocks. We also learned what the number seven looks like.

Scaffolding Tips

Extra support ■ If a child makes an incorrect numeral selection, say "That's a good try." Describe what the numeral looks like (Example: "The number 3 has_____.") and encourage the child to try again. If an incorrect selection is made on the second try, place the correct card and a second contrasting numeral card together and repeat the number for the child to find. ■ To help children better understand more and fewer, arrange three children in one group and two children in another group. Encourage children to determine which group has more or fewer. ■ Display a group of seven blocks and invite children to count with you as you point to each block.

Enrichment ■ Invite children to make larger quantities based off the numeral cards and to compare the larger quantities together. Examples: five versus six, six versus seven.

123 Center Activity

Fill a small container with several sets of numeral magnets 1–7. Tie a piece of yarn to the end of a pencil, and then a paper clip to the end of the string. Invite children to "fish" for numerals. Encourage children to name each numeral they catch.

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Counting Things *continued*

Family Child Care

Take the children on a numeral walk. Encourage children to look for house or apartment numerals, especially specific numerals you cite that are part of a house or apartment numeral. What other numerals can children find?

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WEEK 16

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Be Prepared: The activity uses puppets to describe potentially embarrassing situations. As an alternative to one or more of the scenarios offered in the plan, you may wish to describe a situation you think will be helpful to children in understanding the concept of embarrassment. Discuss one scenario if time or child interest do not permit discussing two.

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel embarrassed.

Key Concepts

New: Embarrassed

Review: Self-control

Materials Needed

2 puppets

Cup

BEGIN: We are learning a lot about emotions. Today we will talk about an emotion we all feel sometimes.

EXPLAIN: One time when I put my plate down on a table I accidentally spilled my milk all over the table. I felt so bad! I just wanted to sink into my chair and not be seen. I felt embarrassed. When we feel **embarrassed**, we feel foolish in front of other people.

There are many things that might make us feel embarrassed. Getting sick or falling down in front of others might make us feel embarrassed. It's okay to feel embarrassed.

ASK: Have you ever felt embarrassed? Tell us about it.

ACT: Today we are going to use puppets to help us learn some things we might do when we feel embarrassed.

[*Display a puppet and a cup.*]

Scenario 1:

First I am going to pretend the puppet has accidentally spilled its drink in a restaurant.

[*Pretend the puppet is eating at a table and accidentally spills its drink.*]

Oh no! I spilled my drink all over everything. I am so embarrassed. I feel like I want to cry and run away. If I make a big deal out of it, everyone will stare at me and I will feel even more embarrassed. I know—I'll just say I am sorry and help clean up the mess.

[*Make the puppet say it is sorry and help clean up the mess.*]

EXPLAIN: Sometimes we feel like crying or even running away when we feel embarrassed. Everyone feels this way sometimes. It is not helpful to get more upset when we feel embarrassed. We could use our self-control to keep calm and to not make a big deal out of what happened. Remember, self-control helps us to do the right things. When we have self-control, we think about things before we do anything.

ASK: How did the puppet use self-control when it felt embarrassed about spilling its drink? (didn't make a big deal about it, did not cry or run away)

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Understanding Feelings *continued*

Social-Emotional

ACT: Scenario 2:

Now we will practice what to do when we see someone else who is embarrassed.

[*Pretend Puppet One accidentally burps loudly.*]

Puppet 1: Excuse me. I am so embarrassed! I just accidentally burped and everyone heard me. Now people are looking at me.

Puppet 2: It's okay. You said "excuse me." Everyone burps sometimes. Let's go play!

[*Pretend Puppet Two takes Puppet One's hand and they go off to play together.*]

ASK: How did the second puppet help the first puppet when it was embarrassed? (said it was okay, reminded first puppet it said "excuse me," asked it to play)

EXPLAIN: The second puppet thought about why the first puppet felt embarrassed and tried to help it feel better. The second puppet did not laugh or make fun of the puppet who burped. We can help others who may be embarrassed by thinking about how they feel and saying or doing things to help them feel better.

RECAP: Everyone feels embarrassed sometimes. What can we do if we feel embarrassed? (don't make a big deal out of it, use our self-control to stay calm) What can we do to help someone who is feeling embarrassed? (ask person to play, say it's okay)

Scaffolding Tips

Extra support ■ To help children better understand how to help someone who may be embarrassed, role-play unsupportive behaviors, such as laughing, to illustrate how it makes another person feel when he/she is embarrassed. ■ Emphasize that the puppet thought about crying and running away. But the puppet used self-control to not actually do these things it thought about. The puppet's self-control helped the puppet stay calm and help clean up the mess.

Enrichment ■ Ask children to think of other things that might make someone feel embarrassed.

Center Activity

Provide a piece of paper and drawing tools. Invite children to draw a picture of something that might make a person feel embarrassed.

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WEEK 16

DAY 3

Understanding Feelings *continued*

Social-Emotional

Family Child Care

At pickup time, invite children to tell family members what it means to feel embarrassed. Encourage family members to share a time when they were embarrassed about something.

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WEEK 16

DAY 3

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand that different kinds of musical instruments make different sounds.

Key Concepts

New: Musician

Materials Needed

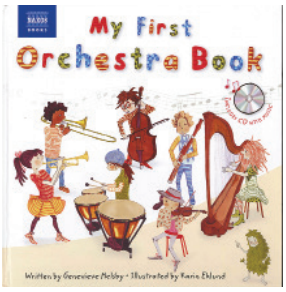
CD player

My First Orchestra Book CD

*2 pictures as shown

*Printables provided

Be Prepared: Today's activity focuses on sounds made by different musical instruments. You may wish to change or eliminate this activity if you were able to arrange to have a musician visit your classroom. Also, if you were able to secure a musical instrument you may wish to substitute the instrument for the flute or trombone used in this activity.



BEGIN: Yesterday we sang along to some music on a CD. The music became a song when we used our voices as musical instruments. Today we will learn more about musical instruments.

EXPLAIN: There are many kinds of musical instruments. Let's look at pictures of two different kinds of musical instruments.

[*Display pictures of a flute and trombone. Point to and name each instrument. Children are not expected to remember the name of each instrument or the sound it makes.*]

Let's compare these two instruments.



ASK: What is different about these two instruments? (color, shape, size, etc.)

ACT: Both of these instruments make a different sound. Let's listen to the sound each instrument can make.

First we will listen to the sound of a flute.

[*Display the photo of the flute as you play Track 16 on the CD of My First Orchestra Book.*]



FlamM/wikimedia/(CC BY-SA 3.0)

Now let's listen to the sound of a trombone.

[*Display the photo of the trombone as you play Track 29 on the CD of My First Orchestra Book. Point out the loud trombones in the piece.*]

ASK: How were the sounds of the flute and trombone different? (the trombone is much louder than the flute, flute has a higher sound, trombone has a lower sound)

EXPLAIN: Let's listen to some musicians playing instruments. A **musician** is an artist who plays music. Listen carefully to the different sounds in the music.

ACT: [*Play Track three on the CD of My First Orchestra Book.*]

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WEEK 16
DAY 3

Making Music *continued*

Creative Expression

RECAP: There are many different kinds of musical instruments. Each instrument makes a different kind of sound. We listened to the sound of a flute and a trombone. The sounds were different. What is an artist called who plays music? (musician)

Scaffolding Tips

Extra support ■ If possible, display actual instruments to strengthen children's understanding of what some musical instruments look like. ■ Find and show a brief video clip of an instrument being played (preferably a flute or trombone, as featured in the activity plan).

Enrichment ■ Invite children to listen to other tracks on the CD included in *My First Orchestra Book*. Encourage children to talk about what they hear and the different sounds made by the different instruments.

Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to listen to the CD as they look through the pages of the book. Encourage children to compare how the instruments are different and similar in the way they look and sound.

Family Child Care

If possible, take a field trip to a children's concert. Schedule time to also talk to the music director or conductor and some of the musicians so children can see how the instruments are played and how they sound.

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WEEK 16

DAY 4

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Children will segment a word into syllables.

Key Concepts

Review: Syllable

Materials Needed

Masking tape

*Animal syllable cards with 1–3 syllables

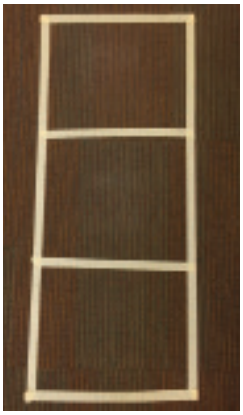
Also Promotes

Physical/Health

*Printables provided

Be Prepared: Use the results of the Day 2 progress assessment to determine the focus of today's activity. The activity offered for today's session is a review of segmenting a word into syllables. If a majority of children are in the process of learning how to blend syllables into a word (blending assessment = Getting It), you may prefer to focus on the Review follow-up suggestions related to blending or add blending activities to the segmenting activity described below. The last two Reinforce suggestions could be added to today's session (one as a transition activity). Use the Reintroduce suggestions today only if a majority of children's assessments = Not Yet.

For the activity described below, create a row of three squares on the floor with masking tape. For larger groups, create two rows of squares so two children can participate at a time.



BEGIN: [*Divide children into two groups; one group in a line behind the first row of squares, and the second group in a row behind the second row of squares.*]

We know how to say a word while dividing it into syllables. Remember, a syllable is a part of a word. We also know how to clap the syllables in a word.

EXPLAIN: Today we are going to play a fun syllable game! We will divide words into syllables and then hop the syllables in the same word. Use your listening ears as I tell you how to play.

- I will hold up an animal card and we will say the word together.
- Then we will say each of the syllables in the word.
- Next each pair of people standing at the squares will hop the syllables in the word as we say the word.
- Then a new pair of children will have a turn to hop the syllables in a different word.

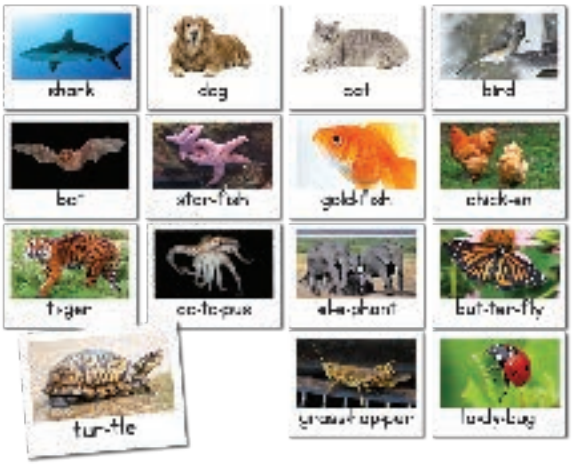
ACT: Let me show you how to play.

[*Hold up the animal syllable card "turtle."*]

This is the word "turtle." Let's say the word together.

Now let's say the word as we say each of its syllables: "tur-tle."

Now I will hop to the first box for "tur" and then into the second box for "tle."



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Understanding Words *continued*

Now it is your turn to try!

[*Continue the game as pairs of children follow the procedure outlined below:*

- *Hold up a picture of an animal with 1–3 syllables.*
- *Invite children to say the name of the pictured animal in unison.*
- *Then invite children to say each of the syllables in the name of the pictured animal in unison. Example: tur-tle.*
- *Finally, invite the first pair of children to hop the syllables as the other children say each of the syllables of the animal name. Then invite the next pair of children to take a turn with a different word. Continue until all children have had a turn to hop the syllables in a word.*]

RECAP: Today we played a fun syllable game. We divided words into syllables and then hopped the syllables in the same word.

Scaffolding Tips

Extra support ■ Explain that hopping is not the same as jumping. We use both feet/legs when we jump. We use one foot/leg when we hop (Physical/Health Week 7). ■ If children have difficulty dividing a word into its syllables, encourage children to clap once for each syllable while saying the word. This can be an additional step prior to hopping.

Enrichment ■ Invite children to tell the number of syllables in the animal name.

Center Activity

Provide *animal syllable cards and taped boxes on the floor for syllable fun. Invite children to choose an animal card and hop the syllables as they say the animal name.

*Printables provided

Family Child Care

Take a walk as children hop syllables. Point to an item and invite children to first say the name of the item together and then hop the syllables in the name of the item.

This activity is described in the following source: The Mailbox (n.d.). How many jumps? Retrieved from http://www.themailbox.com/magazines/literacy-idea-syllables/how-many-jumps

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WEEK 16

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will compare groups of seven or fewer items. Children will also recognize the numeral eight.

Key Concepts

New: Eight

Materials Needed

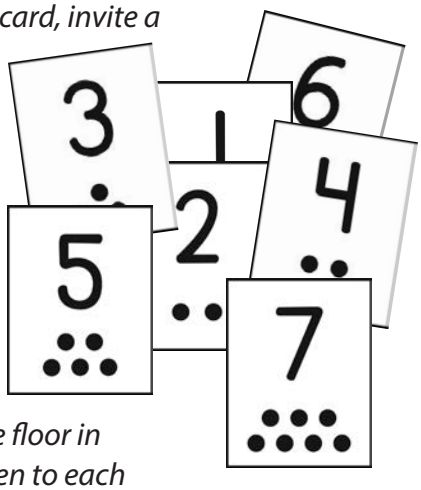
*Large numeral cards 1–8

14 identical blocks

*Printables provided

BEGIN: We are learning what seven different numbers look like.

[*Display numeral cards 1–7 in random order. Invite children to name each numeral. For each card, invite a different volunteer child to point to and lead all children in counting the number of dots on the card.*



Encourage children to also hold up the corresponding number of fingers.]

ACT: Today we will compare groups with our number cards. This time we'll include number card seven.

[*Place numeral cards 1–7 in a stack on the floor in random order. Invite two volunteer children to each choose a card. After each child has chosen a card, invite each child to make a group of blocks that corresponds to the numeral on the card he/she chose. Encourage all children to determine which group has more (or fewer).*

Call on different pairs of volunteer children to each choose a card as time permits.

Hold up eight fingers.]

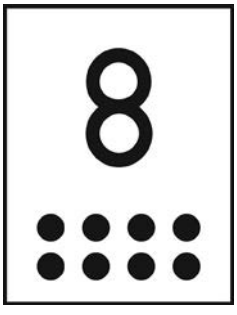
ASK: How many fingers am I holding up?

EXPLAIN: I am holding up eight fingers. Let's count them together.

[*Point to each finger as you encourage children to count with you.*]

Number eight looks like this.

[*Hold up a large numeral eight.*]



The number **eight** means there are eight of something. Let's count the dots on the number card.

[*Point to each dot on the numeral card as you count the dots. Encourage children to count with you.*]

The number eight means there are eight things! Please hold up eight fingers. Let's count them together.

We are going to compare number eight to some other numbers we know. First let's compare the number eight to number three.

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Counting Things *continued*

[*Display a large numeral three next to the numeral eight. Point to straight and curved lines on the numerals as they are described.*]

ASK:
- How are the numbers eight and three similar? (both have curved lines)
- How are the numbers eight and three different? (the curved lines in number eight are closed)

Now let's compare number eight to the number six.

[*Display a large numeral six next to the numeral eight.*]

- How are the numbers eight and six similar? (both have curved lines)
- How are the numbers eight and six different? (number six has only one closed curved line)

RECAP: Today we compared numbers and made groups that matched the amount on a number card we chose. We determined which group had more (or fewer) blocks. We also learned what another number looks like. What number did we learn about today?

Scaffolding Tips

Extra support ■ If children are unsure how many fingers to hold up to represent eight, count each finger aloud. ■ Display a group of eight blocks and invite children to count with you as you point to each block.

Enrichment ■ Invite children to arrange a collection of numeral cards 1–8 in numerical order beginning with numeral one and ending with numeral eight.

123 Center Activity

Make a hopscotch outline on the floor, with masking tape. Number squares from 1–8 with tape. Invite children to play by simply jumping from square to square, saying each number or playing with regular hopscotch rules.

Family Child Care

Invite school-age children to practice the terms "greater than," "less than," and "equal" as they compare numeral cards in a deck of cards. Example: After choosing the eight of spades and the three of hearts; "Eight is greater than three."

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WEEK 16

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Be Prepared: Prepare pieces of paper (preferably of different colors) to represent neighborhoods in your community. Do a simple drawing of your center on one piece of paper that represents your center's neighborhood. Add drawings of other structures near your center that children made with boxes in Week 15. On several other pieces of paper, do simple drawings of other structures that would be found in other neighborhoods in your community. Example: Draw several homes or apartments on one or more pieces of paper to represent neighborhoods where some children in your classroom live.

Skill and Goal

Knowledge of physical environments

Children will understand that a community is made up of different neighborhoods.

Key Concepts

New: Community

Review: Neighborhood

Materials Needed

Drawings of neighborhoods in your area (see Be Prepared)

BEGIN: We are learning many things about where we live. We each live in a neighborhood that may include other homes and places near our home. We know that our child development center is part of a neighborhood. Last week we made places from boxes and put our places on a map of our center's neighborhood.

EXPLAIN: There are many different neighborhoods. Some of us may live in the same neighborhood, and some of us may live in a different neighborhood.

Let's think about our different neighborhoods. I live in a neighborhood in (name of community).

[*Discuss children's neighborhoods and the community in which they are located. Compare 2–3 different neighborhoods children may live in. Example: "Adia lives in a neighborhood in (name of community), Cantrell lives in a neighborhood in (name of community), and Isabella lives in a neighborhood in (name of community). There are three different neighborhoods!"*]

Many neighborhoods together make up a **community**. Our community is called (city, town, base, post, camp). A community is bigger than a neighborhood. There can be many neighborhoods in a community. (Name of your community) has different neighborhoods. Community is a big word. Let's together say the word community: com-mu-ni-ty.

ACT: [*Display paper that shows a simple drawing of your center. Point to drawing of center when it is described.*]

Let's pretend this piece of paper is the neighborhood where our center is located. Here is a drawing of our child development center.

[*Point to and describe drawings of other places included in your representation of your center's neighborhood. Then affix the piece of paper to a board or other vertical flat surface so all children can see it.*

Display a piece of paper that represents another neighborhood in your community.]

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WEEK 16
DAY 4

Exploring Where We Live *continued*

Social Studies

Now let's pretend this other piece of paper is a different neighborhood in our community. Remember, a community is made up of different neighborhoods.

[*Describe the neighborhood depicted in your simple drawings. Example: "Some children in our room live in the neighborhood shown on this piece of paper. Adia lives here. Cantrell lives here. Does anyone else live in the neighborhood where Adia and Cantrell live?" Affix the piece of paper adjacent to (touching) the paper that represents your center's neighborhood.*

Display a piece of paper that represents a third neighborhood in your community.]

Here is a third piece of paper. We can pretend this piece of paper shows a different neighborhood in our community.

[*Describe the neighborhood depicted in your simple drawings. Example: "Look at the drawing of a library on this piece of paper. There also are some houses. Isabella lives in this neighborhood. Does anyone else in our classroom live near Isabella?"*

Affix the piece of paper adjacent to (touching) one or both of the sheets of paper that represent other neighborhoods in your community.]

EXPLAIN: There are ___ sheets of paper on our board that we are pretending are different neighborhoods in our community. Our center is in one neighborhood. Some of us live in the same neighborhood or in different neighborhoods. Our community has different neighborhoods.

RECAP: Today we learned that neighborhoods make up a community. What is the name of our community?

Scaffolding Tips

Extra support ■ Explain that the drawings on the pieces of paper are not pictures. They are drawings that help us remember what is in a neighborhood. We are pretending that the pieces of paper are a neighborhood. ■ Ask children what other places should be drawn on the paper that shows your center's neighborhood (or a neighborhood with which they are familiar).

Enrichment ■ Some children may recall the name of a community where they lived previously or a community where relatives live. It is okay (and common) for children at this young age to confuse names of states and communities.

Center Activity

Invite children to build a community in the block center.

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Exploring Where We Live *continued*

Family Child Care

Provide additional neighborhood props in the block area. Invite children to use the blocks and props to create a neighborhood. Encourage children to use their own ideas about what they would like to include in their neighborhood. School-age children may enjoy using paper and markers to create roads, parking lots, and other additions to the block neighborhood. As children work, begin building an adjacent neighborhood to help illustrate that a community can have several different neighborhoods.

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WEEK 16

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will use both hands and arms to throw a ball straight up into the air.

Key Concepts

New: Throw

Materials Needed

Large soft balls (punch balls)—1 per child

Smaller balls (Enrichment tip)

*1 picture as shown

Also Promotes

Self-Regulation

*Printable provided

Be Prepared: Gather children in your activity space so they can watch you demonstrate how to throw a ball. Then space children sufficiently apart so each has room for throwing and catching a ball.

BEGIN: We are learning ways to move our bodies. Today we will learn and practice how to throw a ball up in the air. The ball will go higher than our heads.

EXPLAIN: When we **throw** something, we use our hands and arms to move something through the air. Sometimes we use one hand and arm to throw something to someone else or to a specific place. People who play softball or baseball use one hand and arm to throw a ball.

Today we will use both of our hands and arms to throw a ball.

[*Display picture of child throwing ball.*]



ASK:
- What is the child in this picture doing?
- What is she doing with her arms? (moving ball up into the air)

EXPLAIN: We are going to practice throwing a ball like the child in our picture. We will try to throw a ball straight up into the air.

ACT: Please watch me show how to throw a ball up in the air.

[*Describe each of the steps as you demonstrate each:*

- *Hold the ball in front of you with one hand on each side of the ball.*
- *Lower the ball below your waist so that the ball almost touches your knees.*
- *Raise both hands/arms into the air and let go of the ball as it passes near your nose.*]

ASK: What happened after I raised the ball past my nose? (let go of the ball)

EXPLAIN: It is time for you to try. Please stay in your personal space so we don't bump into each other. We will throw our balls at the same time.

If your ball does not come down by you, stay in your personal space. You will be able to pick it up after all of the balls have come to the floor. Let's try it together!

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WEEK 16 DAY 4

Moving Our Bodies *continued*

Physical/ Health

ACT: [*Hand each child a ball. Remind children of the steps you demonstrated. Once all balls have landed, invite children to retrieve their ball. Repeat the activity multiple times so children become familiar with the actions.*]

RECAP: Today we practiced throwing a ball straight up in the air. We learned how to hold the ball, move the ball, and to let go so the ball goes straight up in the air.

Scaffolding Tips

Extra support ■ If children seem uncertain about when to release the ball, offer verbal guidance and/or demonstrate. ■ Encourage children to use both hands to catch or retrieve a ball.

Enrichment ■ If children demonstrate skill in throwing larger balls in the air, provide a variety of smaller balls for practice in throwing a ball in the air.

Center Activity

In the outside area, designate a specific place for children to practice throwing the balls up in the air and catching them. Make sure space is not near the fence or roof. Remind children of steps in throwing the ball straight up in the air.

Family Child Care

A variation of this game is the *Teddy Bear Toss*. Provide stuffed animals or teddy bears for children to gently toss in the air with both hands. Provide larger stuffed toys for younger preschoolers or toddlers and smaller stuffed toys for older children.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs.* Champaign, IL: Human Kinetics.

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WEEK 16

DAY 5

We Understand Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify the name of the letter P.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter P card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter P card.*]

- What is the name of this letter?
- Pop up if you have the letter P in your name!



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 16

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to compare groups of different quantities. Children will recognize numerals one through eight.

Key Concepts

Review: Equal
More
Fewer

Materials Needed

*Large numeral cards 1–8

12 identical blocks

*Printables provided

Optional Reading

Caps for Sale by Esphyr Slobodkina

BEGIN: We are learning how to compare the number of items in two groups. Some of our groups have been equal. What does equal mean? (the same amount)

ACT: Let's practice comparing some groups of fingers.

- What does it mean when something has more? (it has a larger amount of items)
- What does it mean when something has fewer? (it has a smaller amount of items)

Please hold up one finger on one hand and five fingers on your other hand.

Which hand has more fingers up? How do we know?

Now let's hold up two fingers on one hand and four fingers on our other hand.

Which hand has fewer fingers up? How do we know?

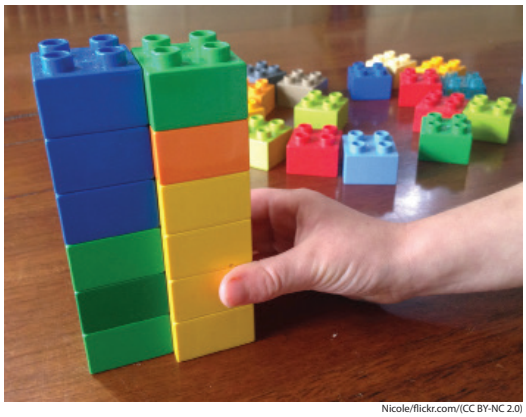
Let's try one more. Please hold up three fingers on one hand and four fingers on your other hand.

Which hand has more fingers up?

Now let's compare two groups of blocks.

[*Display two groups of six blocks.*]

Which group of blocks has more? (neither)



Nicole/flickr.com/(CC BY-NC 2.0)

Both groups have six blocks. They are equal!

EXPLAIN: We also are learning what numbers 1–8 look like.

ACT: [*Display numeral cards 1–8 in random order. Invite children to name each numeral. Then invite a volunteer child to point to and lead all children in counting the number of dots on each card. Invite a different child for each card.*

Encourage children to also hold up the corresponding number of fingers.]

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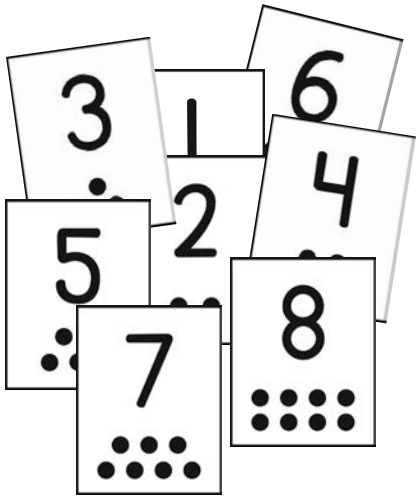
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WEEK 16
DAY 5

Counting Things *continued*

123 Mathematics

RECAP: We are learning how to compare groups. We can tell which group has more things and which group has fewer things. We know that equal groups have the same amount. We are also learning what numbers 1–8 look like. We are becoming number experts!



Scaffolding Tips

Extra support ■ If children need help in determining how many fingers to hold up for a given numeral, hold up the correct number of fingers and count them aloud as you point to each one.

Enrichment ■ Invite children to say the numeral that comes after numeral eight. Encourage children to hold up nine fingers.

123 Center Activity

Provide several counting books that include numerals 1–10. Invite children to look at the books and identify the numerals they find. As children identify numerals, ask them to hold up the corresponding number of fingers.

Family Child Care

Encourage school-age children to compare numbers by playing *More or Less*. Invite children to think of a number between one and twenty. Try to guess the child's number by asking the child questions using the terms "more" and "less." Example: "Is your number more than 10? Is your number less than 17?" After children have a good understanding of the game, invite them to be the person who guesses.

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WEEK 16

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding that a community is made up of different neighborhoods.

Key Concepts

Review: Community

Materials Needed

Neighborhood drawings from Day 4

Blocks and other building manipulatives (see Be Prepared)

Be Prepared: Children will break into small groups today to build things that may be found in different neighborhoods in your community represented on Day 4. Place a selection of blocks and other building manipulatives in each of 3–4 areas in your classroom.

BEGIN: Today we will learn more about the community where we live. Our community is called (city, town, base, post, camp). A community is bigger than a neighborhood. There can be many neighborhoods in a community.

EXPLAIN: Let's look at the drawings of neighborhoods in our community we discussed yesterday. We have drawings of ___ neighborhoods in our community.

[*Display neighborhood drawings from yesterday. Briefly remind children of the structures or other items represented in each neighborhood drawing.*]

Today we are going to pretend our classroom is the community where we live. We know that there are different neighborhoods in a community. I am going to place each one of our neighborhood drawings in a different part of our pretend community.

ACT: [*Place each drawing on a separate table or visible area in your classroom. Explain that each area represents a neighborhood in your community. Example: "This is a picture of our center neighborhood. I am going to place it on this table. We will pretend that this table is our center neighborhood in our community. Remember, we are pretending our classroom is our community."*]

EXPLAIN: We are going to work in groups to make something that might be found in each neighborhood in our pretend community. We can use blocks and other items to make places or things that might be found in each neighborhood. If you are in the group that is working in the center neighborhood area, you might want to build our center or some of the things around our center.

When we are finished building, we will take a walk around our pretend community to see the items in each of our pretend neighborhoods!

ACT: [*Divide children into 3–4 groups. Each group will work in a different "neighborhood."*

Children may work together or independently when building items in each neighborhood.

Gather children together after they have created items that can be found in each neighborhood. Lead children as you "take a walk" around your

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Exploring Where We Live *continued*

Social Studies

pretend community to look at each pretend neighborhood. Encourage children to describe what they see in each pretend neighborhood.]

RECAP: Today we pretended our classroom was the community where we live. There can be different neighborhoods in a community. We each built things in a different pretend neighborhood in our pretend community.

Scaffolding Tips

Extra support ■ As children build in their "neighborhood," offer ideas of items that can be built. Point to items in the neighborhood drawing to help children remember some of the things that can be found in the neighborhood. ■ If children wish to work in pairs or small groups to build something together, it may be helpful to describe and demonstrate how groups should try to work together (Week 14, Day 4).

Enrichment ■ Encourage children to describe to others the items built in their "neighborhood."

Center Activity

Provide several large appliance boxes. Encourage children to pretend the boxes are places in a neighborhood or community. Supply markers and crayons for children to use to decorate the boxes.

Family Child Care

Provide older children in your setting with a map of your community. Encourage them to look for familiar places.

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WEEK 16

DAY 5

Moving Our Bodies

Physical/ Health

Be Prepared: Gather children in their personal space farther apart than normal so there is more space for children to catch balls.

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will understand how different parts of their body help them throw a ball up in the air.

Key Concepts

Review: Throw

Materials Needed

Large soft balls (punch balls)—1 per child

Also Promotes

Self-Regulation

BEGIN: [*Display ball.*]

What did we do with a ball like this yesterday? (threw straight up in the air)

ASK: [*Demonstrate children's correct responses to the following questions:*]

- How do we hold the ball to throw it? (in front of us, one hand on each side)
- What do we do next? (move ball with both hands/arms below our waist, then move up)
- When do we let go of the ball? (when it gets near our nose)

ACT: [*Provide each child with a ball.*]

Let's practice what we learned yesterday. Please hold your ball with both hands and do what we learned yesterday.

[*Lead children in 2–3 practices in throwing the ball straight up.*]

EXPLAIN: Now let's practice throwing in different ways. I will say some ways we can throw the ball. Try to throw the ball in the way I suggest. Remember, we will stay in our personal space to throw our ball. If we are not able to catch the ball when it comes down, wait to get it after all of the balls have landed.

ACT: [*Offer a series of requests, using suggestions below. Demonstrate each request as appropriate.*

- *Close your eyes and throw the ball straight up in the air.*
- *Stand on your tiptoes and throw the ball straight up in the air.*
- *Get on your knees and throw the ball straight up in the air.*
- *Sit down and throw the ball up in the air.*]

ASK:

- Which was the most difficult way to throw a ball up in the air? Why?
- Which was the easiest way to throw a ball up in the air? Why?

RECAP: Today we practiced throwing a ball in the air in different ways. We learned how different parts of our body (eyes, legs, feet) can help us throw a ball into the air.

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WEEK 16
DAY 5

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ If a child has difficulty throwing the ball in the air while in one or more of the different body positions, explain that we are trying different ways to find out how our body helps us throw a ball in the air. It is okay if we cannot throw the ball sometimes. We are exploring and learning.

Enrichment ■ Encourage children to talk about how limiting uses of different parts of their body (eyes, legs, feet flat on the floor) changed how they threw the ball up in the air. ■ After the throwing attempt while on knees and/or sitting, encourage children to talk about how not being able to move the ball below their waist (as part of moving the ball) may have affected how high they could throw the ball in the air.

Center Activity

Continue the Day 4 option of providing a designated space for children to practice throwing balls up in the air. Remind children of steps in throwing the ball straight up in the air.

Family Child Care

Older children in your setting may like to demonstrate the different positions for throwing a ball straight up in the air.

This activity is informed by the following source: Sanders, S. W. (1992). *Designing preschool movement programs.* Champaign, IL: Human Kinetics.

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WEEK 17 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound in our names (Days 2, 4)
- The name, sound, written form, and uses of the letter E (Days 2–5)

Mathematics

Counting Things

- Identifying numerals 9 and 10 (Days 1–2)
- Practice making groups of a given quantity (Day 2)
- How to identify what number comes next (Days 3, 5)
- How to use a number list (Days 4–5)

Self-Regulation

Paying Attention

- How to concentrate 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)

Social-Emotional

Understanding Feelings

- We feel loved when we feel important and special to someone (Day 2)
- Ways to show our love for someone (Days 2–3)

Social Studies

Exploring Where We Live

- A city is a large community (Day 4)
- A skyscraper is a tall building in a city (Day 4)
- People use an elevator to get from floor to floor in a skyscraper (Day 4)
- Creating a unique cityscape with skyscrapers (Day 5)

Creative Expression

Making Music

- How we blow air into some musical instruments to make sounds (Day 1)
- How we move a bow across a string or pull on a string on some musical instruments to make sounds (Day 2)
- How we strike or shake some musical instruments to make sounds (Day 3)

Physical/ Health

Moving Our Bodies

- How we use our eyes and hands to catch something that is moving through the air (Day 4)
- Practicing how to throw and catch different types of things (Day 5)
  - *Who Can?* game

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WEEK 17

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter P.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter P card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter P card.*]



The word "pattern" begins with this letter. What is the name of this letter?

Letter P says /p/, just like in the word "pattern." /p/, /p/, pattern. Let's together say /p/, /p/, pattern.

Who would like to tell us another word that begins with the letter P?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 17

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will recognize the numeral nine. Children will also strengthen their recognition of numerals 1–8.

Key Concepts

New: Nine

Materials Needed

*Large numeral cards 1–9

*2–3 sets of small numeral cards 1–9 (one numeral per card and one card per child)

Music CD

Music player

Also Promotes

Self-Regulation

*Printables provided

BEGIN: We are learning what some numbers look like.

[*Display large numeral cards 1–8.*]

There is a number on each of these cards. When I hold up a card, please hold up the number of fingers that is the same amount as the number on the card. If I hold up the number two, how many fingers should we hold up?

[*Display each card, one at a time. Observe children to see if they have mastered each numeral displayed. Hold up fingers with them, if necessary. Display cards in random order if all children in your group have mastered each numeral.*]

EXPLAIN: Today we will learn what another number looks like. It is the number that comes after eight.

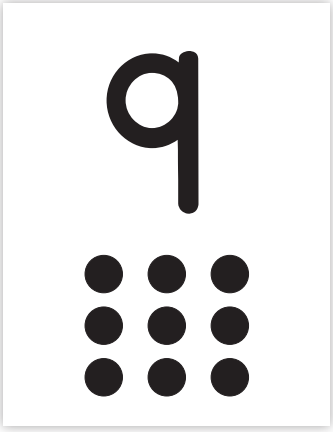
ASK:

- What number might it be?

  [*Hold up nine fingers.*]

- How many fingers am I holding up? I am holding up nine fingers! Let's count them.

EXPLAIN: Number nine looks like this.



[*Display a large numeral nine.*]

The number **nine** means there are nine of something. Let's count together the dots on the number card.

[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

Please hold up nine fingers. Let's count them together.

Now let's take a closer look at the number nine. It looks very similar to another number we know.

[*Display a large numeral six next to the numeral nine.*]

ASK: What number is similar to number nine? (six)

[*Point to numerals six and nine as you discuss curved or straight lines.*]

EXPLAIN: Number nine has a curved line on the top, and number six has a curved line on the bottom.

[*Trace numeral nine and numeral six as you describe each numeral.*]

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Counting Things *continued*

ACT: Now we are going to play a game that will help us practice our numbers. The game we will play today is like the game *Musical Chairs*.

First we need to put our chairs in a circle.

[*Invite children to bring a chair to a designated area and help them to form a circle with their chairs facing inward. On the seat of each chair, place a small numeral card with a numeral 1–9 on it.*]

When the music plays, we will walk around the circle. When the music stops, please sit in a chair close to you. Each person will have a chair to sit in.

We will pick up the number card in our chair before we sit down. I will say a number after we are all sitting in our chairs. If I say the number that is on your card, hold up the card.

Then we'll stand up again, put the number card back on the chair we sat in, and play again!

[*Play as long as time permits. Attempt to say each of the nine numerals so each child has an opportunity to identify and hold up a numeral.*]

RECAP: Today we learned what the number nine looks like. We also played a game of *Musical Chairs* that helped us practice our numbers. We are becoming number experts!

Scaffolding Tips

Extra support ■ If children have difficulty identifying the numeral on their chair, help by describing the number you call out or displaying the large numeral card for the number you call. You may also wish to hold up the corresponding number of fingers when asking the numeral name. ■ Some children may benefit from a review of numerals 1–9 before playing the game. Place the number cards in numerical order and review the names and characteristics of each numeral. Also, count the number of dots shown on each, if necessary.

Enrichment ■ Rather than saying the name of the number, describe the number chosen and trace it in the air. Example: "This number has two straight lines; one line that goes across the top and one line that goes from the top to the bottom. What is the number?" (seven)

123 Center Activity

Provide a deck of cards with face cards (queen, king, etc.) removed. Invite children to match numerals of different suits (hearts, diamonds, etc.). Encourage children to put all of the twos in a pile, all of the threes, etc.

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Counting Things *continued*

Family Child Care

School-age children in your setting may enjoy playing a card game that focuses on numerals. Examples: *Crazy 8's*, *Uno®*, *Skip-Bo®*.

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WEEK 17

DAY 1

Paying Attention

Self-Regulation

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

New: Starfish

Review: Concentrate

Materials Needed

*1 picture as shown

Small stuffed animal or toy—1 per child

*Printables provided

BEGIN: Today we will do an activity 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.



Gavin White/flickr.com/(CC BY -NC-ND 2.0)

ASK: What is a starfish?

EXPLAIN: A **starfish** is an animal with five legs that lives in the ocean. Let's look at a picture of a starfish.

[*Display picture of a starfish.*]

Let's together count the starfish legs.

[*Lead children in counting the starfish legs as you point to each leg in the picture.*]

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 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.*]

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Paying Attention *continued*

Self-Regulation

Now let's bring our arms in to our sides and our legs together and then 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.*]

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 in their arms and legs. ■ 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.

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WEEK 17

DAY 1

Paying Attention *continued*

Self-Regulation

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

Encourage all children in your setting to try a breathing exercise outdoors that may help them to better calm themselves. Invite children to sit in a quiet place on the ground and close their eyes. Encourage children to breathe in through their nose and out through their mouth as they pretend to smell a flower. Encourage children to take deep breaths as they pretend to smell the flower, and then think of the flower as they exhale. Continue to practice for several minutes. If children need help with calming themselves during the day, remind them to stop and smell the flowers.

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

The Family Child Care activity is described in the following source: Bragdon, L. (2012, January 30). 4 breathing exercises for kids to empower, calm, and self regulate. [Web log post]. Retrieved from https://move-with-me.com/self-regulation/4-breathing-exercises-for-kids-to-empower-calm-and-self-regulate/

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WEEK 17

DAY 1

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand how air makes the sounds of some musical instruments.

Key Concepts

Review: Musician
Air
Volume

Materials Needed

*6 pictures as shown

My First Orchestra Book CD

Music Player

Also Promotes

Science

*Printables provided

BEGIN: We know that different kinds of musical instruments make different sounds. We also know that a person who plays a musical instrument is called a musician.

[*Display pictures of a flute and a trombone from Week 16. Point to each instrument as you name it.*]



Last week we listened to the sound of each of these two instruments.

EXPLAIN: The sound of these instruments is made by air. Remember, air is all around us. We need air to breathe. Air goes into and out of our body when we breathe.



FlamM/wikimedia/(CC BY-SA 3.0)

ACT: Let's feel the air that comes out of our body when we breathe. Let's hold our hand in front of our mouth and blow air onto our hand.

EXPLAIN: Musicians blow air from their bodies to make music with some instruments.



[*Display pictures of a musician playing a flute and a musician playing a trombone. Name each instrument as you describe the picture. Children are not expected to remember the names of instruments.*]

The musicians in these pictures are blowing air into their instruments to make a sound.

These pictures also show us where the air goes into the musical instrument.



ASK: What part of their body are the musicians using to blow air into their musical instrument? (mouth)

EXPLAIN: Here are pictures of musicians playing two other instruments. These instruments also make a sound when a musician blows air into them.

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Making Music *continued*

Creative Expression

[*Display pictures of a musician playing a clarinet and a musician playing a tuba.*]



ASK:
- What differences do you see in these two instruments? (size, straight vs. curved, color)
- Do you think the instruments make the same kind of sound? Why/why not?

EXPLAIN: Let's listen to the sound of the smaller instrument. This instrument is called a clarinet. We can pretend we are playing the clarinet when we listen to the music made by a clarinet.

ACT: [*Display the photo of a musician playing a clarinet as you play Track 20 on the CD included in My First Orchestra Book. Be sure to identify the clarinet sound.*]



Master Sgt. Adam M. Stump/usafband/Public Domain

Now let's listen to the sound of the bigger instrument. It is called a tuba. We can pretend we are playing the tuba when we listen to the music made by a tuba.

[*Display the photo of a musician playing a tuba as you play part of Track 30 on the CD included in My First Orchestra Book. Be sure to identify the tuba sound.*]

ASK: What did you notice about the sounds of these two instruments? (one sounds high, one sounds low)

EXPLAIN: Small instruments make higher sounds. Bigger instruments make lower sounds.



Instruments make different sounds because they are made out of different materials and have different shapes.

[*Use the pictures to remind children of differences in the shapes of the clarinet and the tuba.*]

A musician can change the volume of these instruments by changing the amount of air that is blown into it. Remember, volume is how loud or quiet a sound is.

Let's hold up our hand in front of our mouth again. When I say "blow hard," we will blow very hard on our hands. "Blow hard."

ACT: [*Demonstrate and encourage children to blow very hard on their hand.*]

Did you feel a lot of air blowing on your hand when you blew hard?

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Making Music *continued*

Creative Expression

Now let's do it again. This time when I say "blow softly," blow very softly on your hand. "Blow softly."

[*Demonstrate and encourage children to blow very softly on their hand.*]

ASK:
- Did you feel just a little bit of air on your hand when you blew softly?
- Do you think a musician should blow hard or blow softly to make the instrument sound quiet? (blow softly)

RECAP: Today we learned that the air inside our body can be used to make sounds on a musical instrument. The air makes music when it moves through the instrument. A musician can change the volume of the instrument by changing how much air is blown into the instrument. A lot of air goes into the instrument when the musician blows hard. The sound will be louder.

Scaffolding Tips

Extra support ■ Point to your lips to remind children of the name of this part of a body. ■ If possible, display one or more of the actual instruments included in the plan. Consider inviting a musician who plays one of the instruments to visit your classroom with his/her instrument to demonstrate and describe how it works. Another option is to show a short video of a musician playing one of the instruments.

Enrichment ■ Encourage children to think of reasons why the larger instrument would have a lower sound. Point out the path the air has to take in a tuba to get to the end of the instrument. The further the air moves, the lower the sound of the instrument. ■ Explain (with pictures) that there are holes in a clarinet, flute, and tuba. The musician covers different holes with his/her fingers to get different sounds.

Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to again listen to the CD as they look through the pages of the book. Draw children's attention to a musician's fingers playing the instrument (covering holes in the instrument; see Enrichment tip).

Family Child Care

Invite a school-age child in your family or neighborhood who is learning to play a musical instrument to show and describe how the instrument works.

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WEEK 17

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of a word. Children also will identify and name the letter E.

Key Concepts

New: Beginning sound

Review: Exercise

Materials Needed

Chart paper

Marker

*Letter E card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: We know that letters make different sounds. Today we are going to learn about the first sound we hear in a word. We will use our names to learn about the first sound in a word. We call the first sound we hear the **beginning sound** of a word.

EXPLAIN: Please listen carefully as I say the first sound of a name. We are going to figure out whose name begins with the sound I say. Let's try the first one.

ACT: [*Choose the name of a child and enunciate the name's initial sound only. Example: "Whose name starts with the sound /h/, /h/, /h/, /h/? Yes! It's Hunter!" Repeat initial sounds of names, such as /d/, /d/, /d/, /d/ David. Where appropriate, stretch out the initial sound in a repeated manner, such as /f-f-f-f/, /f-f-f-f/, /f-f-f-f/ for Felicity.*]

Whose name starts with the sound (initial sound of child's name)?

[*If more than one child in your group has a name that begins with the same initial sound, invite children to identify all the children whose name begins with the sound. Tell how many children have names that start with the same sound. Example: "Three children in our classroom have names that start with the sound I am going to say. Let's try to figure out all three names."*

Continue until children have determined each child's name.]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter E card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter E. We can write the letter E in two ways. We can write the letter E like this.

[*Demonstrate writing an uppercase E at the top of a chart paper.*]

This is an uppercase E.

We can also write the letter E like this.

[*Demonstrate writing a lowercase e at the top of a chart paper.*]

This is a lowercase e.

We are learning about the importance of exercise. Remember, exercise means we move our body or part of our body for a certain number

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Understanding Letters *continued*

of times or certain amount of time. We know that we can help keep our muscles strong and healthy by exercising.

The word "exercise" begins with the letter e. I will write this word on our chart. I am going to write the word "exercise" with a lowercase (small letter) e.

[*Say each letter as you write the word. Emphasize e.*]

Let's all say the word "exercise." The word "exercise" has three letter e's.

[*Invite a volunteer child to point to each letter e in the word "exercise."*]

Let's look at the very first letter of our name. Pop up if you have the letter E at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an E at the beginning of their name. If there are children whose name begins with the letter E who do not stand, point to the letter E on their name card. Compare the letter E in their name as you hold the letter E card next to their name card.*

If no one in the group has a first name beginning with the letter E, say "No one popped up because no one has a name that starts with the letter E." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter E.

If a child indicates there is a letter E in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter e that appears somewhere else in a child's name.]

RECAP: Today we listened carefully for the first sound of our name. We learned that the first sound is called the beginning sound of a word.

We also learned about the letter E. What is a word that begins with the letter e? (exercise)

Scaffolding Tips

Extra support ■ As children determine that more than one name begins with the same initial sound, point out that a sound can be at the beginning of more than one word. Example: The sound /t/ can be heard in tulip, turtle, and Tim. ■ It may be helpful to explain that the beginning sound of a word is like the engine of a train. The engine of a train comes first, before other cars on a train. The beginning sound of a word comes before any of the other sounds in the word.

Enrichment ■ Invite individual children to take turns saying the beginning sound of another child's name as children figure out the name.

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WEEK 17

DAY 2

Understanding Letters *continued*

Language/ Literacy

Center Activity

Invite children to sort *picture cards by beginning sound. Provide two picture cards that begin with each of 3–4 different beginning sounds. Examples: fly, fish, bear, bat, camel, cat, skunk, snake, moose, mouse.

*Printables provided

Family Child Care

Practice beginning sounds of animal names. Place *picture cards of animals on a table. Examples: bear, pig, cat, bird, starfish, bee, cow, elephants, alligator, octopus. Invite children to guess which animal you are thinking of by listening to its beginning sound. Example: "I am thinking of an animal that begins with the sound /s-s-s-s/, /s-s-s-s/, /s-s-s-s/." (starfish) Invite school-age children to spell each animal name and say its ending sound.

*Printables provided

The beginning sounds activity is described in the following sources: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum.* Baltimore, Maryland: Paul H. Brookes.; Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 17

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will recognize the numeral 10. Children also will strengthen their understanding of numerals 1–9.

Key Concepts

New: Ten

Materials Needed

*Large numeral cards 1–10

Unifix® cubes—10 per child

*Printables provided

Optional Reading

Goodnight Numbers by Danica McKellar

BEGIN: We are learning what numbers 1–9 look like.

[*Display large numeral cards 1–9.*]

I am going to hold up the cards one at a time. Please say the number on the card and then hold up the same number of fingers. How many fingers should we hold up if I hold up the number two card?

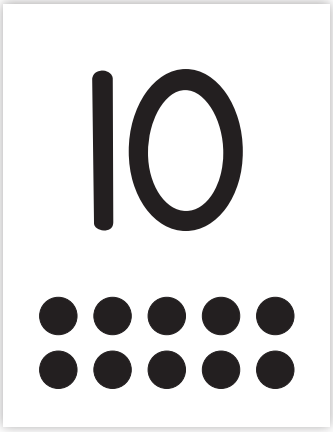
[*Display cards 1–9, one at a time, in the correct order. Observe children to see if they have mastered each number displayed. Hold up the correct number of fingers, if necessary.*]

EXPLAIN: Today we will learn what another number looks like. It is the number that comes after nine.

ASK:

- What number might it be?

  [*Hold up 10 fingers.*]
- How many fingers am I holding up? I am holding up 10 fingers. Let's count them!



EXPLAIN: Number 10 looks like this.

[*Display a large numeral card 10.*]

The number **ten** means there are 10 of something. Let's count together the dots on the number card.

[*Point to each dot on the numeral card as you count. Encourage children to count with you.*]

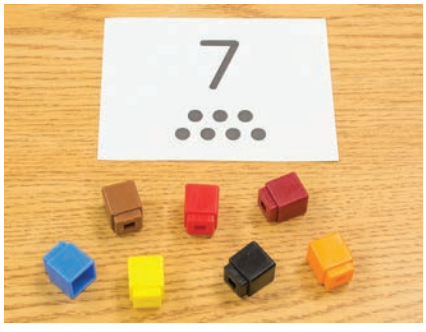
Please hold up 10 fingers. Let's count them together.

ASK: What is something special you notice about the number 10? (it has two numbers)

EXPLAIN: The number 10 is made up of two numbers.

ASK: What are the two numbers in the number 10? (one, zero)

EXPLAIN: The first number is number one and the second number is zero. Number 10 is different from other numbers we know because it has two numbers!



ACT: Now let's work some more with numbers.

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Counting Things *continued*

[*Pass out 10 cubes to each child.*]

- I will hold up our number cards one at a time.
- Then we will each make a group of cubes that has the same amount as the number on the card.

Let's try it together.

[*Hold up a large numeral one.*]

What number am I holding up? How many cubes should be in our group? (one) Let's make a group with one cube.

[*Observe children as they make a group with one cube.*

Continue holding up large numeral cards 2–10, one at a time, as you invite children to make a group of cubes that represents the same amount. Encourage children to then count together the number of cubes in their group.]

RECAP: Today we learned what number 10 looks like. What two numbers are in the number 10? (one, zero) We also practiced making groups that were the same amount as the number I held up.

Scaffolding Tips

Extra support ■ Help children by pointing to each cube as they count out the number of cubes in the group.

Enrichment ■ If children have mastered making groups of cubes that match a numeral, ask them to make a group without showing them the numeral card first. Example: "Please make a group of four cubes without looking at the card."

123 Center Activity

Supply *number books. Put one numeral from 1–10 on each of 10 pages and staple them together to make a book. Invite children to place the corresponding number of stickers on each page. Example: On the page with a numeral five, children will place five stickers.

*Printables provided



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Counting Things *continued*

Family Child Care

Use *numeral cards throughout the day. Example: "Please show me how many crackers you would like by pointing to the card that shows the number you want." School-age children may enjoy working with numbers as they play hopscotch and count by 5's or 10's.

*Printables provided

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WEEK 17

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel loved.

Key Concepts

New: Loved

Materials Needed

Guess How Much I Love You by Sam McBratney

*4 pictures as shown

Also Promotes

Language/Literacy

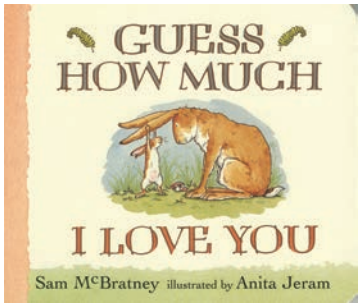
*Printables provided

Optional Reading

The Kissing Hand by Audrey Penn

BEGIN: Today we will talk about what it means to feel loved. We feel important and special when we feel **loved**. Feeling loved makes us feel good inside.

EXPLAIN: We are going to read a book about feeling loved. Our book is called *Guess How Much I Love You*. It is written by Sam McBratney and illustrated by Anita Jeram.



ASK: What do we see on the front cover of our book?

ACT: [*As you read the book, emphasize how much Little Nutbrown Hare loves Big Nutbrown Hare. Use your own words to describe illustrations.*]

ASK: How did Little Nutbrown Hare show Big Nutbrown Hare how much he loved him? (stretched his arms, jumped up high, stood on his hands, etc.)

EXPLAIN: People can show their love for each other in many ways. Let's look at some pictures of people doing things that show their love.

ACT: [*Display each of the four pictures, one at a time. Encourage children to share their thoughts about how the people in the pictures are showing their love. Examples: "What is the man doing that shows the boy he is loved?" "Why do you think the grandmother is smiling as the boy gives her flowers?"*]









RECAP: There are many ways to show our love for someone. We feel important, special, and really good inside when we feel loved.

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WEEK 17

DAY 2

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ Help link the hares in the story to people by asking children if people can do the same things Little Nutbrown Hare and Big Nutbrown Hare did to show how much they love someone (reaching arms up high, hopping up high, kissing good night, etc.).

Enrichment ■ Encourage children to describe what each person in the provided picture(s) might be feeling and why.

Center Activity

Provide the book used during the activity and several stuffed animals. Encourage children to act out the story.

Family Child Care

Provide paper, marker, child-size scissors, glue, and crayons. Encourage children to create something that shows another person how much he/she is loved.

This activity plan is informed by the following sources: Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- Guess how much I love you. Retrieved from http://csefel.vanderbilt.edu/booknook/bn_guesshowmuch.pdf; Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- No matter what. Retrieved from http://csefel.vanderbilt.edu/booknook/no_matter.pdf

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WEEK 17

DAY 2

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand that some musical instruments have strings that make sounds.

Key Concepts

New: Strings
Bow

Materials Needed

*3 pictures as shown

My First Orchestra Book CD

Music player

*Printables provided

BEGIN: We know there are many different kinds of musical instruments. Yesterday we learned that musicians can blow air into some instruments to make a sound.

Let's hold our hand in front of our mouth and blow air onto our hand. This will help us remember that air can make a sound in an instrument.



EXPLAIN: Today we will learn that some musical instruments have strings. Musicians use the **strings** to make a sound.

[*Display pictures of a musician playing a double bass and a musician playing a violin. Name each instrument. Children are not expected to remember the name of each instrument.*]

The musicians in these pictures are making a sound by moving a bow across a string on the instrument. A **bow** is a special tool used to play a musical instrument that is made with strings. The bow rubs against a string to make a sound.



Tom Driggers/flickr/(CC BY 2.0)

[*Point to the bow and strings in each picture.*]

A musician can also make a sound by pulling a string quickly with a finger.

ASK: [*Display the two pictures side by side.*]

What differences do you see between these two instruments? (size, how held by musician)

ACT: Let's listen to the sound of a violin. It is the smaller instrument. We can pretend we are playing the violin when we listen to the music made by a violin.



[*Display the photo of the violin and play Track seven on the CD included in My First Orchestra Book. Be sure to identify the violin sounds.*]

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Making Music *continued*

Creative Expression

Now let's listen to the sound of a double bass. It is the bigger instrument. We can pretend we are playing the double bass when we listen to the music made by a double bass.

[*Display the photo of the double bass and play part of Track 13 on the CD included in My First Orchestra Book. Be sure to identify the double bass sounds.*]

ASK: How were the sounds of these two instruments different? (one sounds high, one sounds low)

EXPLAIN: [*Display picture of instrument strings.*]



Steve Snodgrass/flickr/(CC BY 2.0)

Some instruments have four strings and some have six strings. Musicians can control how loud or quiet the sounds are by how hard or softly they touch or rub a string.

ASK: Do you think the instrument would sound loud or quiet if a musician rubbed or pulled hard on a string? (loud)

EXPLAIN: A musician uses his/her fingers to hold down the strings in different places to make different kinds of sounds.

[*Point out the musician's fingers on the strings as you display the picture of the musician playing a violin.*]

RECAP: Today we learned how musicians make music with instruments that have strings. We learned that a musician moves a bow across a string, or quickly pulls on a string, to make a sound. A musician controls the volume of the instrument by how hard or softly he/she rubs the bow on a string or pulls a string.

Scaffolding Tips

Extra support ■ If possible, provide a string instrument for children to look at or touch. Consider inviting a person who plays a string instrument to visit your classroom to show and describe how the instrument works. Another option is to show a short video of a musician playing one of the instruments. ■ Some children may be familiar with a guitar. Explain that a guitar also has strings for making sounds.

Enrichment ■ Encourage children to think of reasons why the larger instrument (double bass) would have a lower sound. In the picture, point out the length of the strings and the hole in the middle of the instrument. The inside of the instrument is empty and the sound shakes in this empty space. The bigger the empty space, the lower the sound. ■ Explain that pulling a string quickly with a finger is called plucking. ■ Explain to children that the musician shown in the picture is using a cloth to make the violin comfortable to hold with his chin.

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Making Music *continued*

Creative Expression

Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to listen to the CD as they look through pages of the book. String instruments are shown on pages 20–29. Invite children to focus on Tracks 4–13 (string instruments).

Family Child Care

School-age children may enjoy telling about string instruments they have learned about or seen at school.

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WEEK 17

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter E card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

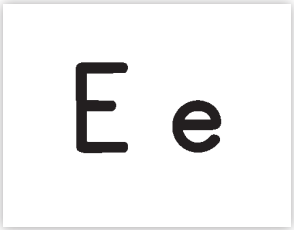
*Printables provided

BEGIN: [*Display letter E card.*]

What is the name of this letter?

[*Point to the uppercase letter E on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter E?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*

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Understanding Words *continued*

- *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
- *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 17

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will identify the "number after" in sequence up to 10.



Key Concepts

Review: Divide



Materials Needed

*Large numeral cards 1–10

2 stuffed animals

*Printables provided



Optional Reading

Have You Seen My Dragon? by Steve Light

BEGIN: Today we are going to count to 10 with the help of our large number cards.

[*Display large numeral cards in order from 1–10.*]

Together let's count as I point to each number beginning with number one.

[*Lead children in saying each numeral. Point to each numeral as you count together.*]

EXPLAIN: I am going to count again. This time, I am going to stop counting before I get to 10. When I stop counting, please say the number that comes next. We can use the number cards to help us.

ACT: Listen carefully as I start counting. 1, 2, 3, 4. . . . What comes next?

[*If children are unsure of what comes next, encourage them to use the number cards to follow as you count.*]

Listen carefully as I count a little higher. 1, 2, 3, 4, 5. . . .

[*Encourage children to say the number that comes next when you pause.*]

Let's try it again. This time I am not going to start counting at number one. I am going to start counting at a different number.

Listen carefully. 4, 5, 6, 7. . . . What comes next?

[*Continue counting several times, starting and stopping in a different place. As children are able to identify what comes next, say fewer numbers in the counting sequence until you are saying just one number and children name the next number.*]

EXPLAIN: [*If time permits:*]

We are going to divide the class into two groups. Remember, when we divide something, we separate or break up something into smaller parts.

ACT: [*Divide the class into two groups, with one adult in each group. Position each group in a circle. Use a stuffed animal to pass around each circle as each child counts.*]

Let's count as we go around in a circle.

I will start by saying "one." When I pass the stuffed animal to the person next to me, he/she will say the next number which is number two. Then that person will pass the stuffed animal to the person next to him/her and that person will say the next number.

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Counting Things *continued*

[*Count to 10 while passing the stuffed animal around the circle. When you reach 10, begin counting again.*]

RECAP: Today we practiced counting. We listened to numbers being counted and then decided what number came next. Then we counted to 10 as we passed a stuffed animal around our circle.

Scaffolding Tips

Extra support ■ If children need extra assistance in determining the number that comes next, point to the large numeral cards as you say the sequence.

Enrichment ■ If children are able, try the activity with numbers higher than 10.

123 Center Activity

Provide numeral magnets and dice. Invite children to roll the dice and find the numeral magnet that corresponds to the number of dots on the dice.

Family Child Care

Practice starting and stopping the counting sequence throughout the day. Example: As children play say "You have several blocks. Let's count them together." Invite children to count the blocks with you and then ask what number would come next. Invite school-age children to take turns grabbing a handful of manipulatives from a basket. Encourage children to group the items in groups of 5 or 10. Then invite them to count the items by 5's or 10's. What would come next?

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WEEK 17

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

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

Key Concepts

Review: Loved

Materials Needed

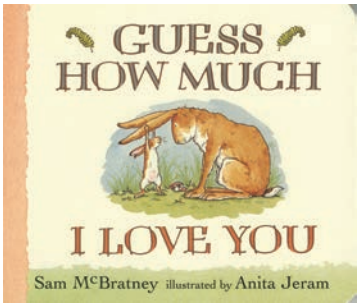
Guess How Much I Love You by Sam McBratney

Also Promotes

Language/Literacy

BEGIN: Yesterday we talked about what it means to feel loved. We know that when we feel loved, we feel important and special.

EXPLAIN: We read a book called *Guess How Much I Love You*.



ASK: What do you remember about the book?

EXPLAIN: Today we will read the book again. This time we will act out some of the ways Little Nutbrown Hare showed Big Nutbrown Hare how much he loved him.

ACT: [*As you read the book, pause to invite children to do the same things as Little Nutbrown Hare:*

- *Invite children to spread their arms wide when Little Nutbrown Hare stretches his arms wide.*
- *Invite children to reach up high when Little Nutbrown Hare stretches his arms up as high as he can reach.*
- *Invite children to hop as high as they can when Little Nutbrown Hare hops as high as he can.*]

RECAP: Little Nutbrown Hare moved his arms and hopped with his legs to show how much he loved Big Nutbrown Hare. There are many ways to show our love of someone. Who would like to share their favorite way to show someone they are loved?

Scaffolding Tips

Extra support ■ Remind children to stay in their personal space when they reenact Little Nutbrown Hare's actions.

Enrichment ■ Invite children to show or describe other ways they can show someone how much they love them.

Center Activity

Provide paper and drawing materials. Encourage children to make a card for someone they love.

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WEEK 17

DAY 3

Understanding Feelings *continued*

Social-Emotional

Family Child Care

Provide children with books about feeling loved. Encourage school-age children to read the books to (or look at pictures in the books with) younger children. Examples: *Love You Forever* by Robert Munsch, *The Kissing Hand* by Audrey Penn, *Mama, Do You Love Me?* by Barbara M. Joosse, *Papa, Do You Love Me?* by Barbara M. Joosse. Invite children to share the books with family members at pickup time.

This activity plan is informed by the following sources: Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- Guess how much I love you. Retrieved from http://csefel.vanderbilt.edu/booknook/bn_guesshowmuch.pdf; Shaffer, L. & Yates, T. (n.d.). Center on the social and emotional foundations for early learning book nook- No matter what. Retrieved from http://csefel.vanderbilt.edu/booknook/no_matter.pdf

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WEEK 17

DAY 3

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand that some musical instruments make a sound with a strike or shake.

Key Concepts

New: Strike

Materials Needed

*4 pictures as shown

My First Orchestra Book CD

Music Player

*Printables provided

BEGIN: We are learning how some musical instruments make sounds. Who remembers a way an instrument can make sound? (blowing air into the instrument, moving a bow across a string, quickly pulling a string)

EXPLAIN: Let's talk today about how we can make sounds with a drum. Let's look at three pictures of different kinds of drums.





[*Display pictures of bass drum, snare drum, bongo drum. Name each instrument. Children are not expected to remember the name of each instrument.*]

ASK: What are people in our pictures doing with a drum? (hitting it)

EXPLAIN: We can strike a drum to make a sound. **Strike** means to hit something.



Look at how a stick is used to strike two of the drums. The boy is using his hands to strike a bongo drum.

ACT: Pop up if you have ever played with a drum!

[*Comment on the number of children who have played with a drum. Then ask children to sit down.*

Display pictures of a bass drum and a snare drum next to each other.]

ASK: What differences do you see between the drums shown in these pictures? (size, how they are hit)

ACT: Let's listen to the sound of the smaller drum. It is called a snare drum.

[*Display picture of a snare drum as you play the snare drum portion of Track 32 on the CD included in My First Orchestra Book.*]

Now let's listen to the sound of the larger drum. It is called a bass drum.

[*Display picture of a bass drum as you play the bass drum portion of Track 32 on the CD included in My First Orchestra Book.*]



ASK:

- How did the two drums sound different? (snare drum had a higher sound, bass drum had a lower sound)

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Making Music *continued*

Creative Expression

- How do you think we could make a louder volume of sound on a drum? (strike it harder)

EXPLAIN: [*Display picture of child playing maracas.*]

Some instruments make a sound when you shake them. Here is a picture of a girl playing instruments called the maracas.



ASK:
- How do you think the girl is making a sound with the maracas? (shaking them)
- What do you think we could do to play the maracas at a quiet volume? (shake them softly or slowly)

RECAP: Today we learned that some musical instruments make sound when we strike or shake them. Musicians can change how loud or quiet the instrument is by how hard they strike or shake the instrument.

Scaffolding Tips

Extra support ■ Invite children to play a drum or other percussion instrument if one is available. ■ If possible, display one or more of the actual instruments included in the plan. Consider inviting a musician who plays one of the instruments to visit your classroom with his/her instrument to demonstrate and describe how it works. Another option is to show a short video of a musician playing one of the instruments.

Enrichment ■ Point out differences between the sticks used to hit the snare drum and the bass drum. The bass drum sticks (also called mallets) have a soft part at the end. ■ Explain that the bass drum makes a lower sound than the snare drum because it is larger.

Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to listen to the CD as they look through the pages of the book. Invite children to focus on Tracks 31–33 (percussion instruments).

Family Child Care

If possible, provide one or more percussion instruments for children to explore and play along to music. Examples: drum, xylophone, tambourine, maracas, triangle.

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WEEK 17

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of three words that begin with the same sound. Children will also understand the name and sound of the letter E.

Key Concepts

Review: Beginning sound

Materials Needed

*Letter E card

*4 letter E picture cards

Chart from Day 2

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

Be Prepared: Today's activity focuses on the initial sound in each child's name offered with two other words that have the same initial sound. To help the activity move along easily, you may wish to prepare in advance of the activity a list of each child's first name and two other words with the same beginning sound. The list would be for your use only, not for display to children.

BEGIN: [*Arrange children in a circle on the floor.*]

Today we are going to learn more about the beginning sound of our name by singing a song using our names. Remember, we call the first sound we hear the beginning sound of a word.

Beginning Sound T Song

(Sing to the tune of *Old McDonald Had a Farm*)

What's the sound that starts these words:
turtle, time, and Tim? (wait for response from children)

/T/ is the sound that starts these words:
turtle, time, and Tim.

With a /t/, /t/ here, and a /t/, /t/ there,
here a /t/, there a /t/, everywhere a /t/, /t/.

/T/ is the sound that starts these words:
turtle, time, and Tim.

ACT: Listen carefully as I sing the song.

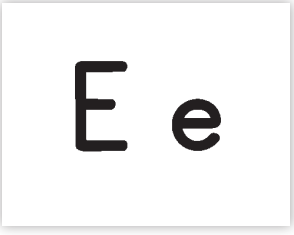
EXPLAIN: Let's begin with the person to my right in our circle. I will sing the song using (child)'s name and the sound his/her name begins with.

ACT: [*Sing the song as you go around the circle using each child's name one at a time. For each child, offer two additional words that begin with the same initial sound as the child's name. Example: For the name "Charlie," you could use the additional words "change" and "chew" for the song. Begin by singing the first sentence of the song for a child's name. Then invite children to say the sound that starts the three words. Encourage children to sing the remainder of the song with you after figuring out the sound that begins the three words. Continue until you've sung the song for each child's name.*]

EXPLAIN: Let's learn more about the letter E.

[*Display letter E card.*

If a child(ren) whose name begins with the letter E was identified on Day 2, invite the child(ren) to



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Understanding Letters *continued*

again pop up. Say the first name of the child(ren). Emphasize the sound of the letter E when you say the name.]

Maybe someone in our group has the letter e somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase e and it will look like this.

[*Point to the lowercase e on the letter card.*]

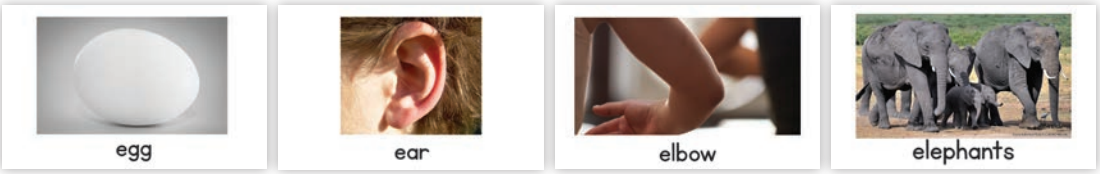
Pop up if you have the letter e somewhere else in your name (not at beginning).

[*If a child has the letter e somewhere else in his/her name, point to the name and to the letter e on the list of children's first names so all children can see the name and the letter e.*]

ASK: What is our word that begins with the letter E? (exercise)

ACT: The letter E says /e/, just like at the beginning of the word "exercise." /e/, /e/, exercise. Let's say that together: /e/, /e/, exercise.

I have two pictures of things that begin with the letter E. I wonder what they could be?



[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says elephants. The letter e is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter E and write them on our chart. Remember, the letter E says /e/, /e/.

[*Help children by suggesting other words that begin with e. Examples: edge, elevator, engine, empty.*

Invite one or more volunteer children to find the letter e in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter E on your chart paper.]

We use four lines to make an uppercase E. One line is straight and tall and the other three lines are short and go across.

[*Give each child his/her letter journal.*]

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WEEK 17

DAY 4

Understanding Letters *continued*

Language/ Literacy

Now we are going to write the letter E in our letter journal. Please write the uppercase (big) letter E in your journal. Write as much of the letter as you can.

RECAP: Today we learned more about sounds at the beginning of our names by singing a song!

We also learned that the letter E says /e/, just like at the beginning of the word exercise. We made the uppercase (big) letter E in our letter journal. Let's say together the sound the letter E makes (/e/).

Scaffolding Tips

Extra support ■ As you sing the song, clearly enunciate the beginning sound of each word to help children identify the initial sound similarities in the three words. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Invite a child to sing the beginning song using E words. ■ Some children may be interested in your demonstrating and describing how to make a lowercase e. Example: "A lowercase e is made with a curved line, and then a short straight line."

Center Activity

Fill a basket with familiar classroom items. Encourage children to sort the items by initial letter sound. Examples of items to include: pencil, scissors, glue, book, paper, doll.

Family Child Care

Sing the song from the activity using children's family member names.

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WEEK 17

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand basic characteristics and uses of a number list.

Key Concepts

New: Detective
Number list

Review: After
Next

Materials Needed

*Large numeral cards 1–10

*Number lists—1 per child

2 different-colored sticky notes

*Spinner (see Be Prepared)

*Printables provided

Optional Reading

10 Little Rubber Ducks by Eric Carle

Be Prepared: Assemble the *provided spinner.

BEGIN: We are learning about numbers 1–10. I am going to count to 10. I may make a mistake when I count.

[*Begin counting. Repeat a number as you count. Example: 1, 2, 3, 3, 4, 5, 6, 7, 8, 9, 10.*]

Did I make a mistake? What was the mistake?

[*Encourage children to say how they know it was a mistake.*]

You are becoming counting detectives! A **detective** finds information that others may not know.

EXPLAIN: Today we will learn about a number list. A **number list** is a list of numbers from 1–10. Let's take a look at a number list.

[*Give each child a number list. If possible, display a number list on a board or projector screen so children can see another example of a number list.*]

1	2	3	4	5	6	7	8	9	10

ASK: What does the number list look like? (it has numbers on it, it starts at number one)

ACT: We are going to say together each of the numbers on our number list. We will put our finger on each number we say together. Let's begin by putting our finger on number one.

[*Lead children in saying and pointing to numerals one through 10 as you demonstrate with your own number list.*]

EXPLAIN: We can use a number list to help us know which number comes after another number. Remember, after means something comes later than something else. It follows something else. We can look at our number list to know which number comes after another number.

[*Point to and explain that numeral two comes after numeral one on our number list.*]

We talk a lot about the "next number" when we talk about numbers. We know that next means something comes right (immediately) after something else. The next number on a number list comes right (immediately) after another number.

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Counting Things *continued*

[*Point to numeral two on the number list as you ask the following question:*]

ASK: I am pointing to number two on our number list. What is the next number? (three; number three comes after number two)

ACT: We are going to play a game that uses a number list!

[*Display large numeral cards in order from 1–10. Place them in an area where all children can see them and they are easy to point to.*]

When we line up our numbers, they look like a giant number list! The game we will play today is called *The Great Race*. We will divide the class into two teams to play.

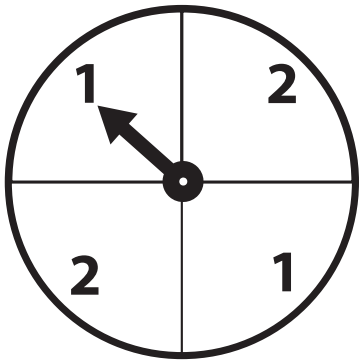
[*Form two groups, with one group sitting next to the other group. Both teams use the same number list. Encourage children to take turns moving their team's sticky note on the number list.*]

Each team will begin the game with a different-colored sticky note that will be placed before the number one on the number list.

[*Choose two different colors of sticky notes and place them before the numeral one. Tell each group which color represents their team.*]

We will use a spinner that has numbers one and two on it. I will spin the spinner for the first team and see which number the arrow points to.

[*Spin the spinner and show the numeral the arrow points to.*]



Which number is the arrow pointing to?

It is pointing to the number __.

[*Hold up __ fingers.*]

The first team needs to move its sticky note (<u>one or two</u>) spaces on the number list. I will point as we count together.

[*Point to the numerals on the number list as you count together and move the sticky note. With the hand that is holding up the appropriate number of fingers, put one finger down each time you count.*]

Now I will spin the spinner for the second team.

[*Spin the spinner and show the numeral the arrow points to.*]

Which number is the arrow pointing to?

It is pointing to the number __.

[*Hold up __ fingers.*]

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Counting Things *continued*

The second team needs to move its sticky note (one or two) spaces on the number list. I will point as we count together.

[*Point to the numerals on the number list as you count together and move the sticky note. With the hand that is holding up the appropriate number of fingers, put one finger down each time you count.*]

Now each team will have another turn. I will spin the spinner for the first team again.

[*Spin the spinner and show the numeral the arrow points to.*]

Which number is the arrow pointing to? It is pointing to the number __. This time when we move our sticky note, we will begin by saying the number we are on, and then we will count on from that number. Let me show you.

[*Begin counting by saying the number the sticky note is currently on, and then counting forward from that number. Example: The sticky note is currently on number two and the arrow is pointing to number two. Hold up two fingers. Begin with number two, on the number list and count forward two more while putting down one finger each time you count, "2, 3, 4." Continue the game until both teams reach the numeral10. The goal of The Great Race is not to finish first, but for all children to finish.*]

RECAP: We are learning how to use a number list. A number list is a list of numbers from 1–10. We also played *The Great Race* game and moved our sticky note across the number list each time we spun a number.

Scaffolding Tips

Extra support ■ In the opening segment, offer a second opportunity to identify your counting mistake. Example: 1, 2, 3, 4, 5, 6, 8, 9, 10. ■ Invite children to point to the numbers on the number list as you count as a group. ■ If children seem uncertain about "after" and/or "next," use the Self-Regulation Week 1, Day 1 activity plan to help children remember what these concepts mean.

Enrichment ■ Ask children if they can show you where the sticky note would go if they spun a three.

123 Center Activity

Supply *number lists and magnetic numerals in a basket. Invite children to choose a numeral from the basket and tell each other what numeral comes next.

*Printables provided

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Counting Things *continued*

Family Child Care

Practice *The Great Race* game throughout the day. Invite pairs of children to play during outdoor time. Invite school-age children to practice working with numbers as they take turns rolling a pair of dice and subtracting one from the other. The child with the lowest difference gets a counter. The winner is the child with the most counters after 10 rolls of the dice.

"The Great Race" game is described in the following source: Siegler, R. S., & Ramani, G. B. (2008). Playing linear numerical board games promotes low-income children's numerical development. *Developmental Science*, 11, 655-661.

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WEEK 17

DAY 4

Exploring Where We Live

Social Studies

Looking Ahead: Take or secure pictures of some geographic characteristics of your community, such as ponds, lakes, bridges, railroad tracks, and hills. These pictures will be used in Weeks 19 and 20.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand characteristics of a big city, including a skyscraper.

Key Concepts

New: City
Skyscraper
Elevator
Cable

Review: Community

Materials Needed

*6 pictures as shown

*Printables provided

BEGIN: Last week we learned about the community where we live. We know that many neighborhoods together make a community. What are some places we might find in a community? (hospital, fire station, post office, etc.)

EXPLAIN: There are many different kinds of communities. A **city** is a large community. Some cities are very big. Many people live in a big city.



Sam Valadi/flickr.com/(CC BY 2.0)

Today we are going to learn about tall buildings in a big city. People live and work in these tall buildings.

[*Display picture of a big city.*]

Here is a picture of a very big city.

ASK: What do we see in this picture of a big city? (many tall buildings)



Barnyz/flickr.com/(CC BY-NC-ND 2.0)

EXPLAIN: A really tall building in a big city is called a **skyscraper**. A skyscraper has many floors. People live or work in a skyscraper. There is a very big skyscraper in our picture of a big city.

[*Invite a volunteer child to point to the skyscraper in the picture of a big city.*]

Let's look at another picture of a skyscraper.

[*Display picture of a skyscraper. Point out its height in comparison to the trees below.*]

ASK: Have you ever seen (or been in) a skyscraper? What was it like?



Tate Johnson/flickr.com/(CC BY 2.0)



EXPLAIN: People use an **elevator** to get from one floor to another floor in a tall building.

[*Display picture of an elevator door.*]

An elevator goes up and down in a building. The elevator stops where people want to get on or off.

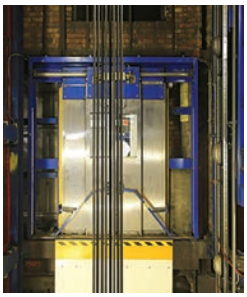
This picture shows us the floors of a skyscraper. There are many floors.

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Exploring Where We Live *continued*

Social Studies



[*Display picture of a skyscraper with cutout showing multiple floors. Point to and describe the floors and how an elevator travels from the bottom of the skyscraper to the top floor.*]

Long cables move the elevator. A **cable** is a thick rope of wire. Cables are very strong. Let's look at this picture of elevator cables.

[*Display picture of elevator cables. Point out the long cables that move an elevator.*]



We push a button in the elevator when we want to get to a different floor. Each floor has a different number.

[*Display picture of elevator buttons. Point out floor numbers on buttons.*]

ASK: Have you ever been in an elevator? What was it like?

RECAP: Today we learned that a city is a large community. Big cities have tall buildings called skyscrapers. What do people do in a skyscraper? (live, work) We also learned that people use an elevator to get from floor to floor in a skyscraper and other tall buildings.

Scaffolding Tips

Extra support ■ To help children understand how more people could live or work in a really tall building than in a building of shorter height, use blocks to represent one floor of a building and stack different numbers of blocks in two contrasting structures. ■ Children may be familiar with a building in your community that has two or more floors. Remind children of what is located on the different floors of this building to support their understanding of floors in a building.

Enrichment ■ Put masking tape on the floor to show the floor size (standing room) of an elevator. Invite different numbers of children to step inside the imaginary elevator to pretend moving to a different floor in close quarters.

Center Activity

Invite children to build a city in the block center. Encourage them to include a skyscraper.

Family Child Care

Encourage children throughout the day to continue to use the "elevator" marked with masking tape.

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WEEK 17

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will understand and practice basic actions in catching.

Key Concepts

New: Catch

Materials Needed

*1 picture as shown

Large and small balls

Also Promotes

Self-Regulation

*Printable provided

BEGIN: Last week we practiced throwing a ball up into the air.

[*Display picture of girl throwing a ball.*]

Here is a picture of a child throwing a ball up into the air.



What can the girl in this picture do with her hands when the ball comes down? (catch the ball)

EXPLAIN: When we **catch** something, we use our hands to stop and then hold something that is moving through the air.

ASK:

- What would happen if we used our hands to stop something that is moving through the air but did not hold it? (the item would fall to the floor/ground)

  [*Demonstrate throwing a large ball up into the air, stopping the ball with your hands when it comes down, and not holding the ball so it falls to the floor.*]

- What did I not do after I stopped the ball? (hold it)

EXPLAIN: We use our hands to do two things when we catch something. We stop something that is moving through the air, and then we hold it with our hands.

We also use our eyes when we catch something.

ASK: [*Point to your eyes as you ask the following:*]

How do our eyes help us catch something? (watch what is moving through the air so we know where to put our hands to stop it)

EXPLAIN: [*Display picture of girl throwing a ball and point to her head.*]

The girl in our picture is looking up. She is keeping her eyes on the ball. She is watching the ball carefully. This will help her know where to put her hands to stop the ball.

The girl in our picture will need to move her arms closer together to stop the ball as it comes down.

ASK: What might the ball do if the girl keeps her arms far apart? (ball will fall to the floor/ground)

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WEEK 17 DAY 4

Moving Our Bodies *continued*

Physical/ Health

EXPLAIN: [*Use a large ball and a small ball to demonstrate as you describe the following:*]

We put our arms and hands further apart to stop and then hold a larger ball. We put our arms and hands closer together to stop and then hold a smaller ball.

I will pass around some larger balls and some smaller balls for you to hold. Please pay attention to how far apart you put your arms and hands when you hold balls that are different sizes.

ACT: [*Pass around balls as described above. Encourage children to describe whether their arms and hands are closer together or further apart when they hold different balls.*]

Let's practice our catching skills. We can share our different balls, so each of us can try catching larger balls and smaller balls. Each of us will throw a ball up into the air and then practice catching it.

[*If appropriate, remind children to watch their ball carefully and to move their arms and hands to stop the ball and then hold it.*]

RECAP: How do we use our eyes when we want to stop something that is moving through the air? (watch what we want to stop) What do we do with our hands after we stop something from moving in the air? (hold what was moving) What was easier to catch, a smaller ball or a larger ball? Why?

Scaffolding Tips

Extra support ■ If a child has repeated difficulty catching a ball, hold a ball just above and in front of the child's head and drop it into his/her hands. ■ If a child needs more practice following an object with his/her eyes, blow bubbles into the air and encourage the child to watch the bubble float down and then try to catch a bubble when it is in front of him/her. ■ If it is too challenging for a child to catch a ball falling through the air, invite the child to sit on the floor with legs spread apart, and then you roll a soft ball toward the child. Encourage the child to use his/her hands to stop and then hold the ball. ■ Review basic actions in throwing a ball up into the air (Week 16, Days 4 and 5) if it appears children need additional practice in this type of throwing.

Enrichment ■ Invite children to use one hand to throw a smaller and/or larger ball up into the air (one at a time) and then catch it. Ask children to describe their experience of using one hand with a smaller ball vs. a larger ball.

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WEEK 17

DAY 4

Moving Our Bodies *continued*

Physical/ Health

Center Activity

In an outside area, designate a specific place for children to practice throwing and catching items. Use a variety of balls or other light items. As an indoor activity, create a "snowball" catch game with paper crumpled into balls. Encourage children to throw the "snowballs" up into the air and then catch them. Add challenge by inviting children to catch with one hand.

Family Child Care

Provide stuffed animals or teddy bears for children to throw up into the air to catch. Consider providing larger toys for younger children and smaller stuffed toys for older children.

This activity is informed by the follow source: PE Central. (n.d.). Physical education lesson ideas. [Web log post]. Retrieved from http://www.pecentral.org/lessonideas/pelessonplans.html

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WEEK 17

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter E.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter E card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter E card.*]

What is the name of this letter? What sound does the letter E make?

Letter E says /e/, just like in the word "exercise." /e/, /e/, exercise. Let's together say /e/, /e/, exercise.



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 17

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will identify the "number after" any given number up to 10, and practice using a number list.

Key Concepts

Review: After
Number list

Materials Needed

*Large numeral cards 1–10

*Number list

2 different-colored sticky notes

*Spinner from Day 4

*Printables provided

Optional Reading

Stack the Cats by Susie Ghahremani

BEGIN: We are learning what numbers 1–10 look like. We are also learning how to use a number list to find which number comes after another number. We know that after means something comes later than something else. If follows something else.

EXPLAIN: This week we practiced our numbers by making groups of cubes. Let's try it again with our fingers. I will hold up a number card and then we can hold up the same number of fingers.

ACT: [*Hold up large numeral cards 1–10 in random order and encourage children to hold up the same number of fingers.*]

EXPLAIN: We can also use our number cards to help us know which number comes next. I will begin counting and then stop before I count to number 10. Please say what comes next when I stop counting.

[*Line up large numeral cards in a row similar to a number list.*]

ASK:

- 5, 6, 7. . . . What comes next?
- 4, 5. . . . What comes next?
- What number comes after 9?

EXPLAIN: We learned that a number list has numbers 1–10. We used our number list to play *The Great Race* game. Let's play *The Great Race* game again!

[*Display a number list. Divide the class into two teams and play The Great Race game. Include the "count on" strategy introduced in the second turn of the game on Day 4. Play as long as time permits.*]

RECAP: We know what numbers 1–10 look like. We also know how to use a number list to find which number comes after another number. Numbers are so much fun!

1	2	3	4	5	6	7	8	9	10

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Follow along with your finger on the row of large numeral cards to help children find what comes next.

Enrichment ■ Invite children to turn the number list upside down so they cannot see it. Ask children if they can determine what number comes next without looking at the number list.

123 Center Activity

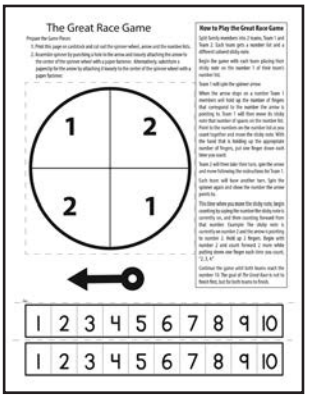
Supply a *number list and *spinner for pairs of children to play *The Great Race* game. Use counters to move along the number list.

*Printables provided

Family Child Care

Encourage families to play **The Great Race* game at home. Send home provided instructions that list how to play.

*Printables provided



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WEEK 17

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Be Prepare: Children create a cityscape in today's activity. Before the activity, construct a cityscape using various shapes of construction paper and glue. Your cityscape creation is to serve as an example, not a model for children to copy. Also, prepare small squares of construction paper for children to use as windows in their cityscape creations.

Large Group

Skill and Goal

Knowledge of physical environments

Children will broaden their understanding of skyscrapers in big cities by creating a picture of skyscrapers.

Key Concepts

Review: City
Skyscraper
Unique

Materials Needed

*1 picture as shown
Child-size scissors—1 per child
Glue—1 per child
Construction paper of different colors, including black
Precut squares (see Be Prepared)
Completed cityscape (see Be Prepared)

Also Promotes

Mathematics
Creative Expression

*Printables provided

BEGIN: We are learning about buildings in big cities. Remember, a city is a large community. Some big cities have skyscrapers. What is a skyscraper? (a very tall building)

EXPLAIN: [*Display picture of skyscrapers taken at night.*]



Wilhelm Joys Andersen/flickr.com/(CC BY-SA 2.0)

Let's look at this picture of a big city taken at nighttime, when the sun was not shining.

ASK: What do we see in this picture? (skyscrapers, lights)

EXPLAIN: Today we are going to make some skyscrapers with different colors of paper. Each of us will make our own skyscrapers.

We will make our skyscrapers on black paper to make it look like it is nighttime in a big city.

[*Display your cityscape.*]

Here is a picture of some skyscrapers at nighttime made from different colors of paper.

ASK: What do we see in this picture? (skyscrapers, lights, stars, moon)

EXPLAIN: We can make our skyscrapers look however we'd like.

ASK:

- What shape are the skyscrapers in the pictures? (rectangles)

  [*Use your finger to show the outline of rectangles in your cityscape creation.*]
- Do skyscrapers have windows? (yes! they have lots of windows)

EXPLAIN: The windows in the skyscrapers in this picture are squares.



[*Use your finger to show the outline of several windows in your cityscape creation.*

Give each child a black piece of 12 x 18 or 8 x 10 construction paper.]

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WEEK 17

DAY 5

Exploring Where We Live *continued*

Social Studies

We are going to cut our skyscrapers out of colored paper.

Each of us can cut out our skyscrapers and glue them to our black paper. Then we can use small square pieces of paper to add windows to our skyscrapers.

Skyscrapers can be very different. Let's each make our skyscrapers unique! Remember, unique means that there is no other just like it.

RECAP: Today we created skyscrapers. We will hang our skyscrapers on the wall and share them with each other next week.

Scaffolding Tips

Extra support ■ Remind children that a rectangle has four straight sides and four corners (Mathematics Week 5, Day 1). ■ Remind children that a square has four equal and straight sides (Mathematics Week 4, Day 1). ■ As children create their cityscape, help with cutting and gluing as necessary.

Enrichment ■ Ask children what they might see when looking out of the window of a skyscraper.

Center Activity

Provide Unifix® cubes or Legos®. Invite children to stack the Unifix® cubes or Legos® as tall as they can to make skyscrapers. Encourage children to count the number of manipulatives in each skyscraper.

Family Child Care

Invite older children in your setting to make their own version of a cityscape. They may wish to add more details, such as cars and people.

The "Cityscape Creations" activity is informed by the "City at Night Paper Collage" activity described in the following source: Deep Space Sparkle (n.d.). City at Night Paper Collage. [web log post]. Retrieved from http://www.deepspacesparkle.com/2009/01/26/city-at-night-paper-and-scissor-lesson/

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WEEK 17

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice catching different types of items.

Key Concepts

Review: Catch

Materials Needed

Assorted balls—1 per child (see Be Prepared)

Beanbags—1 per child

Scarf/bandana—1 per child

Small container/ basket—1 per child

Also Promotes

Self-Regulation

Be Prepared: Prepare for each child a container of the following items: one beanbag, one scarf/bandana, two different types of balls (foam, yarn, Koosh®, etc.). Each child does not need the same type of ball. If possible, do not provide the balls used on Day 4.

BEGIN: Yesterday we practiced catching balls we threw up into the air. Today we will practice catching other types of things we can throw up into the air.

EXPLAIN: We will play a catching game called *Who Can?* The game will help us practice catching different kinds of things.

Here are the things we will practice throwing up into the air and then catching.

[*Display and describe/name each item or invite children to name/describe each one.*]

Please listen carefully to how our game works:

- Each of us will have a container of items to throw and then catch.
- I will say "Who can?" and then say the name of the item to throw and catch.
- Take the item I say from your container/basket, throw it up into the air, and try to catch it. Then put the item back in your container.
- We want to throw each item gently up into the air. We do not want anything we throw to hit the ceiling or someone in our room.

ACT: Let's play our game!

Who can throw the scarf up into the air and catch it as it falls down?

[*Continue with requests, one at a time, for remaining items. For the balls, say "one of the balls in your container" and "the other ball in your container." Remind children to put the item in their container after they have caught it.*

After each of the four items has been thrown once, invite children to try one or more of the following requests, one at a time. Omit the following requests if children need repeated experience in throwing and trying to catch the different items. Continue as long as time and children's interest permit.]

- Who can sit on their bottom and throw the beanbag up into the air and try to catch it?
- Who can throw the scarf up into the air and try to catch it with one hand?

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Moving Our Bodies *continued*

Physical/ Health

- Who can throw a ball up into the air, clap one time, and try to catch it?

RECAP: Today we practiced throwing and catching different types of things. We played the game *Who Can?* What was the easiest thing to catch? Why?

Scaffolding Tips

Extra support ■ If you anticipate your verbal description of the game will provide insufficient information for children to act on, invite an adult to demonstrate how the game works as you say what to do. ■ Remind children of what we learned yesterday about catching something (Day 4): use our eyes to carefully watch what we threw into the air, use our hands to stop and then hold the item.

Enrichment ■ Encourage children to suggest ideas of how to play *Who Can?*

Center Activity

In an outside area, designate a specific place for children to continue to play the game. Encourage children to use a variety of safe items from available outdoor equipment.

Family Child Care

If younger children want to join the game, invite them to sit on the floor. Place some soft items within each child's reach. For each request of older children, invite younger children to gently toss the item up into the air and try to catch it. If there are not identical items for each child, then use each child's name as an individual request. Example: "Athan, can you toss your stuffed elephant into the air and try to catch it?"

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood.* Champaign, IL: Human Kinetics.

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WEEK 18 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter H (Days 2–5)

Mathematics

Counting Things

- How to identify what number comes after another number (Days 1, 5)
- How to use a number chart to compare two numbers (Days 2–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
  - *It's Raining, It's Pouring* game (Day 1)
- How to follow requests by watching and taking turns
  - "Silly Faces Song" (Day 2)

Social-Emotional

Understanding Feelings

- We feel disgusted when we think something is gross (Day 3)
- How to identify things that make us feel disgusted using our five senses (Day 3)

Social Studies

Exploring Where We Live

- A town is a small community that may have farms (Day 4)
- Drawing farm buildings (silo, barn) (Day 4)
- Describing our pictures of skyscrapers and farm buildings (Day 5)

Creative Expression

Making Music

- Pretending we are a musician in a marching band (Day 1)
- Moving scarves to identify louder and quieter, and faster and slower types of music (Day 2)
- A beat is a regular part or sound of music (Day 3)

Physical/ Health

Moving Our Bodies

- How our arms and legs move when we use underarm throwing (Days 4–5)
- Practicing underarm throwing at a target (Day 5)

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WEEK 18

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter E.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter E card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter E card.*]



The word "exercise" begins with this letter. What is the name of this letter?

Letter E says /e/, just like in the word "exercise." /e/, /e/, exercise. Let's together say /e/, /e/, exercise.

Who would like to tell us another word that begins with the letter E?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 18

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will determine the number that comes after another number.

Key Concepts

Review: After

Materials Needed

*Number list

*Large numeral cards 1–10

*Printables provided

BEGIN: We are learning how to find the number that comes after another number by using a number list. Remember, after means something comes later than something else. It follows something else.

EXPLAIN: Let's practice using our number list again.

[*Display a number list.*]

1	2	3	4	5	6	7	8	9	10

I'm going to begin counting. When I stop counting, please tell us what number comes next.

ASK:

- 1, 2, 3, 4. . . . What number comes next?
- 4, 5, 6. . . . What number comes next?
- 7, 8. . . . What number comes next?

EXPLAIN: Now I am going to say just one number and you say the number that comes next.

ASK:

- One. What number comes next? How do we know?
- Let's try again. Five. What number comes next? How do we know?

EXPLAIN: We can always find the number that comes after another number by looking at a number list. I'm going to ask some questions about numbers we know. We can use our number list to find the answer.

ASK:

- Jimmy is four years old. How old will he be on his next birthday?

  He will be five! Let's find four and five on our number list. Five comes after four. Let's try another question.

- Carla is three years old. How old will she be on her next birthday?

  She will be four! We know she will be four on her next birthday because four comes after three on our number list.

[*Practice several more times finding the number after another number. Use higher numbers if children seem ready. Examples: "Margarita will be eight years old next week. How old will Margarita be on her next birthday?" "Tyrone is nine years old. How old will Tyrone be on his next birthday?"*]

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Counting Things *continued*

ACT: [*If time permits, practice counting and learning numbers by singing "Ten Went to Bed."*

Give 10 volunteer children a large numeral card 1–10. As all children sing the song, invite each of the 10 children to hold the numeral in front of them. This song is sung to the tune of "Ten in the Bed." Rather than rolling out of bed, the 10 children will pretend to get into the bed. Sing the song once before singing it together so children are aware of the new lyrics. See adjacent lyrics.]

RECAP: Today we practiced finding the number that comes after another number. We can use our number list to find the number that comes after. We also sang "Ten Went to Bed" to help us practice counting.



Ten Went to Bed

(Sing to the tune of "Ten in the Bed")

There were zero in the bed
And the little one said
"I'm tired, I'm tired."
So he jumped in and fell asleep.
There was one in the bed
And the little one said
"I'm tired, I'm tired."
So he jumped in and fell asleep.
There were two in the bed…
There were three in the bed…
There were four in the bed…
There were five in the bed…
There were six in the bed…
There were seven in the bed…
There were eight in the bed…
There were nine in the bed…
There were ten in the bed
And the little ones said
"Good night!"

Scaffolding Tips

Extra support ■ As children determine the number after, point to the numerals on the list as you count, if necessary.

Enrichment ■ Invite children to tell the number that comes after another number when asking about numbers 11–20.

123 Center Activity

Supply large dice and a *number list. Invite children to take turns rolling one die, counting the dots, and saying what number comes after the number of dots rolled.

*Printables provided

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Counting Things *continued*

Family Child Care

Practice counting outdoors with a ball. Line up children and toss a ball to each child, one at a time, while counting. Example: Adult throws the ball to the first child. When the first child catches the ball, he/she says "one." Then the child throws the ball back to the adult. When the adult catches the ball, he/she says "two." Then the adult throws the ball to the second child. Continue counting as the ball is thrown back and forth from adult to child. Count to 10 and then begin again.

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WEEK 18

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

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

Key Concepts

Review: Practice

Materials Needed

None

Be Prepared: If time permits, offer *Drum Beats* from Week 16, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Drum Beats* from Week 16, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play another new game, called *It's Raining, It's Pouring*. We will use our hands and voices for this game.

EXPLAIN: When we play this game we will make a pretend rainstorm. A rainstorm has different kinds of sounds. There can be wind, rain, and thunder. We will make different noises for our pretend rainstorm. Let's practice making the sounds. Remember, when we practice something, we do it many times so we can get better at it.

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

- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.

  [*Rub your hands together.*]
- Now we will practice the sound of raindrops.

  [*Snap your fingers.*]
- Next we will practice the sound of rain.

  [*Clap your hands slowly and then more quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.

  [*Pat your knees or the floor. Add thunder sounds by saying "boom, crash."*]

Let's make a rainstorm together.

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

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

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

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WEEK 18
DAY 1

Focusing & Remembering *continued*

Self-Regulation

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

Scaffolding Tips

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

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by rubbing hands on legs, the sound of raindrops by tapping fingers together, the sound of rain by patting legs slowly then quickly, and the sound of a heavy rainstorm by stomping feet and saying "bang, crack."

Center Activity

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

Family Child Care

Help children gain a better understanding of the sounds associated with a rainstorm by listening to one or more on the Internet. As children listen to the sounds of the rainstorm, encourage them to think of noises and motions they can use to make the same sounds they hear.

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

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WEEK 18

DAY 1

Making Music

Creative Expression

Be Prepared: Organize space in your classroom or center for children to pretend they are a marching band.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will understand what it means to be a musician in a marching band.

Key Concepts

New: Marching band

Review: Musician

Materials Needed

Music player

The Military Band: Salute to the Services CD

*8 pictures as shown

Also Promotes

Physical/Health

*Printables provided

BEGIN: We are learning about musical instruments and how they make sounds. What do we call a person who plays a musical instrument? (musician)

EXPLAIN: Many times musicians play their instruments in a group. One type of group is called a marching band. A **marching band** is a group of musicians who play instruments while marching.

[*Display and describe picture of marching band.*]

ASK: Who has seen a marching band? What was it like?

[*Encourage children to discuss what they remember about a marching band they have seen or heard. Follow up prompts, if needed: "Was the band marching in a parade?" "What instruments do you remember seeing or hearing?"*]



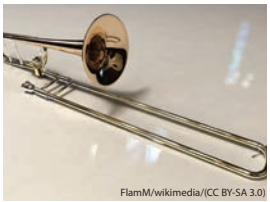
Ed Bierman/flickr/(CC BY 2.0)

EXPLAIN: There are many different instruments in a marching band. Musicians in a marching band may play many of the instruments we have talked about. Let's look again at some pictures of some of the musical instruments.



Chris Brooks/flickr/(CC BY-ND 2.0)





FlamM/wikimedia/(CC BY-SA 3.0)



[*Display and briefly describe, one at a time, pictures of the following: bass drum, snare drum, trombone, flute, tuba, clarinet. For each picture, pretend you are playing or holding the instrument.*]



Master Sgt. Adam M. Stump/usafband/Public Domain



Bands also have an instrument called a trumpet. Musicians blow air into a trumpet to make sounds.

[*Display picture of a trumpet and pretend you are holding or playing it.*]



Amada44/wikimedia/(CC BY-SA 3.0)

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WEEK 18
DAY 1

Making Music *continued*

Creative Expression

In a marching band, the musicians walk or march in a line along a street. Marching band music is usually loud.

Let's pretend we are playing a musical instrument. You can play any instrument you would like to pretend to play. We will pretend we are part of the band making the music I will play for us.

ACT: [*Play part of a selection on The Military Band: Salute to the Services CD. Encourage children to pretend they are playing an instrument.*]



Now let's play our instruments as we march around our room. We can pretend we are making music with the marching band on our CD.

[*Play a few minutes of marching band music as you lead children around the room. It is not necessary or expected that children stay in a straight line while marching.*]

RECAP: Today we pretended to play a musical instrument. We marched in a pretend marching band around our room! Do you think it would be fun to be a musician in a marching band?

Scaffolding Tips

Extra support ■ Remind children that when we march our knees are raised high. Offer a brief demonstration.

Enrichment ■ In the opening segment, explain that musicians also may play their instrument alone. Children may be familiar with a trumpet being played when a flag is lowered at a military installation or a piano being played at a religious service or community event.

Center Activity

Provide a CD player and *The Military Band: Salute to the Services* CD. Encourage children to play a pretend instrument along with the music.

Family Child Care

Encourage children to continue the pretend marching band outside and down a sidewalk, if possible.

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WEEK 18

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sounds of familiar words. Children also will identify and name the letter H.

Key Concepts

Review: Beginning sound

Materials Needed

*Picture cards for letters B, C, O, A (see Be Prepared)

Chart paper

Marker

*Letter H card

Children's name cards

List of children's first names for display to children

*Printables provided

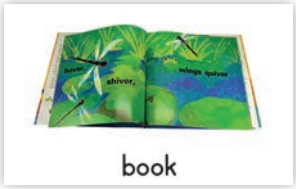
Be Prepared: Secure picture cards for letters B, C, O, and A (used in weeks 7, 8, 9, 10, respectively). You will need three picture cards per letter. Example: For letter B use picture cards book, bee, and bear.

BEGIN: We are learning the sounds of different letters. Last week we learned about the letter E. What sound does the letter E make? (/e/) Yes! Let's say /e/, /e/, exercise together.

EXPLAIN: Today we will play a game and listen carefully for the beginning sound of the name of something shown in a picture. Remember, we call the first sound we hear the beginning sound of a word.

I will show you some pictures of things that begin with the same sound. We can sing the song we learned last week to help us figure out what letter the things in the pictures begin with. Let's try one.

ACT: [*Display three picture cards for the letter B (book, bee, bear).*]





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Andrew Nicholson/flickr/(CC BY-NC 2.0)

Beginning Sound B Song

(Sing to the tune of *Old McDonald Had a Farm*)

What's the sound that starts these words:
book, bee, and bear? (wait for response from children)

/B/ is the sound that starts these words:
book, bee, and bear.

With a /b/, /b/ here, and a /b/, /b/ there,
here a /b/, there a /b/, everywhere a /b/, /b/.

/B/ is the sound that starts these words:
book, bee, and bear.

Book, bee, and bear begin with the /b/ sound.

What letter makes the /b/ sound? (B)

Let's try some more!

[*Continue playing the game using picture cards for letters B, C, O, and A.*]

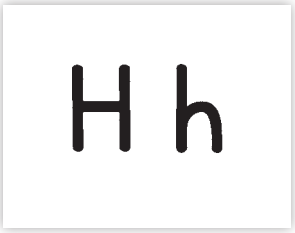
EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter H card.*]

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Understanding Letters *continued*



ASK: Does anyone know the name of this letter?

ACT: This is the letter H. We can write the letter H in two ways. We can write the letter H like this.

[*Demonstrate writing an uppercase H at the top of a chart paper.*]

This is an uppercase H.

We can also write the letter H like this.

[*Demonstrate writing a lowercase h at the top of a chart paper.*]

This is a lowercase h.

We have learned about different kinds of homes. We know that the place where someone lives is called a home.

The word "home" begins with the letter h. I will write this word on our chart. I am going to write the word "home" with a lowercase (small letter) h.

[*Say each letter as you write the word. Emphasize h.*]

Let's all say the word "home."

[*Invite a volunteer child to point to the letter h in the word "home."*]

Let's look at the very first letter of our name. Pop up if you have the letter H at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an H at the beginning of their name. If there are children whose name begins with the letter H who do not stand, point to the letter H on their name card. Compare the letter H in their name as you hold the letter H card next to their name card.*

If no one in the group has a first name beginning with the letter H, say "No one popped up because no one has a name that starts with the letter H." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter H.

If a child indicates there is a letter H in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter h that appears somewhere else in a child's name.]

RECAP: Today we looked at pictures of items that began with the same sound. Then we sang the song we learned last week to help us figure out the letter the things in the pictures began with.

We also learned about the letter H. What is a word that begins with the letter h? (home)

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WEEK 18

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Enunciate clearly each word when singing the song. ■ If necessary, hold up each letter card to remind children of what the letter looks like after they've figured out which letter makes the sound.

Enrichment ■ Ask children to name other animals/items that begin with the same sound as a group of picture cards.

Center Activity

Provide *picture cards for letters used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided

Family Child Care

Take children on a walk to find items that begin with the same sound. Examples: bug and ball, house and hospital, car and cat.

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 18

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand that numbers farther along in the counting sequence represent larger quantities.

Key Concepts

New: Number chart
Less

Materials Needed

*Number chart

*Printables provided

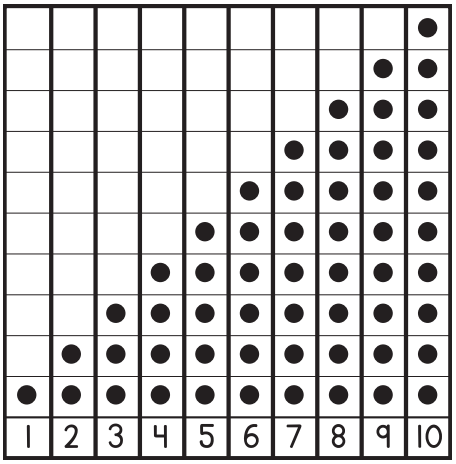
Optional Reading

We All Went on Safari by Laurie Krebs and Julia Cairns

BEGIN: Today we will learn about a new kind of chart.

[*Display a number chart. Point to each part of the number chart as you describe it.*]

EXPLAIN: This is a number chart. A **number chart** has numbers from 1–10 on the bottom. There are dots for each number in the rows above.



Let's find number two at the bottom of the chart.

ACT: [*Invite a volunteer child to point to the numeral two on the chart.*]

ASK:

- How many dots are above the number two?

  [*Point to each dot above the numeral two as you count each dot.*

  Point to the numeral three on the chart.]

- How many dots are above the number three?

  [*Point to each dot above the numeral three as you count each dot.*]

EXPLAIN: We can count the dots to tell which number is more when we use a number chart. We can also see which number is less. **Less** means fewer of something.

ASK:

- If the number two has two dots above it, and the number three has three dots above it, which number has more dots? How do we know? (three has more dots above it)
- Does number two or number three have fewer dots? How do we know? (two has fewer dots above it)

EXPLAIN: Three has more dots than two.

ASK: What do you notice about the dots as we count the numbers on the bottom of our number chart? (there are more dots for each number, the row of dots gets taller)

EXPLAIN: Let's use our number chart to see which numbers have more dots and which numbers have fewer dots.

[*Point to the numerals and quantities of dots as you explain how the dots tell how many.*]

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Counting Things *continued*

Let's look at the number chart again. The number three is before the number four on the chart. Number three has fewer dots than number four. And number four has more dots than number three.

There are more and more dots as we follow the numbers on the chart. This means that as we follow the numbers across, each number stands for a larger amount.

ASK: Let's use our number chart to answer some more questions.

- Which number is more: five or six? How do we know?
- Which number is more: 10 or nine? How do we know?
- Now we are going to see which number is less. Remember, less means fewer of something. Which number is less: two or three? How do we know?
- Which number is less: five or four? How do we know?

[*Continue using the number chart to compare numerals with more and fewer dots as time permits. Compare numerals that are next to each other.*]

RECAP: Today we practiced finding the number that is more and the number that is less. Remember, less means fewer of something. When we follow the numbers across our number chart, we see that each number stands for a larger amount.

Scaffolding Tips

Extra support ■ As you ask questions and refer to the number chart, be sure to point to each item mentioned, including each dot you count. ■ Focus more on neighboring numerals 1–5.

Enrichment ■ Ask children if they know which of two numerals is more without using the number chart.

123 Center Activity

Provide children with one large die each and a *number chart for reference. Invite two children to roll their dice at the same time, and then determine which person rolled the amount of dots that is more (or fewer). Encourage children to take turns.

*Printables provided

Family Child Care

School-age children will enjoy reading books about counting by twos, fives, and tens. Examples: *Eggs and Legs: Counting by Twos* by Michael Dahl, *Lots of Ladybugs!: Counting by Fives* by Michael Dahl, *Toasty Toes: Counting by Tens* by Michael Dahl.

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WEEK 18

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Be Prepared: If time permits, offer *It's Raining, It's Pouring* from Week 18, Day 1 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 18, Day 1. The game for today may be less challenging when offered again at a later point.

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

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!



Nathan Pederson/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: Today we are going to learn a new song called the "Silly Faces Song." This song will help us to feel silly by making silly faces!

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

ACT: Let's make a silly face right now!

EXPLAIN: Now (adult helper) and I are going to sing the song first to show you 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: 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

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Focusing & Remembering *continued*

Self-Regulation

children who did not initially want to make a silly face wish to do so after all other children have had a turn, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else's silly face!

Scaffolding Tips

Extra support ■ If children are unsure of a silly 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 faces. ■ If the "Silly Faces 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 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 make a silly face using only one part of their face. Example: "Can you make a silly face using only your mouth?"

Center Activity

Encourage children to continue the "Silly Faces Song." Invite children to change the song to include options other than making a silly face. Examples: flapping arms or posing a certain way.

Family Child Care

School-age children may enjoy playing a game of *Silly Statues*. Play music as children dance around the room. As you turn off the music, invite children to freeze in a silly position.

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.

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WEEK 18

DAY 2

Making Music

Creative Expression

3-5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Children will use scarf movements to identify louder and quieter, and faster and slower passages of instrumental music.

Key Concepts

Review: Volume

Materials Needed

CD player

My First Classical Music Album CD

Scarves—1 per child

Also Promotes

Self-Regulation

Physical/Health

BEGIN: Yesterday we pretended we were a marching band. What did we do? (marched around room/center, pretended we were playing a musical instrument)

EXPLAIN: The music played by a marching band is usually loud. Music can also be quiet. We know that the word volume means how loud or how quiet a sound is. Several weeks ago we sang a song loudly and then quietly.

Let's listen to some music and pay attention to whether the music is loud or quiet.

Each of us will have a scarf. We can move our scarf in big circles with our arm when the music is loud. We can move the scarf in small circles with our hand when the music is quiet.

[*Demonstrate and describe moving your scarf in big circles using your arm and then in small circles using your hand.*]

ACT: [*Pass out a scarf to each child. Lead children in moving their scarf in big circles (with arm) and then in small circles (with hand). Reverse the order: small circles and then big circles. Ask children which scarf movement—big circles, small circles—goes with what type of music (loud or quiet).*

Then play Track one on the My First Classical Music Album CD and invite children to move their scarves.]



EXPLAIN: We are using our scarves to show loud and quiet music. Music can also be fast or slow. Let's use our scarves to show fast music and slow music.

We can move our scarf slowly back and forth when the music is slow. We can move our scarf quickly back and forth when the music is fast.

[*Demonstrate and describe moving your scarf back and forth slowly and then quickly. Scarf movements may be made with your arm or mostly your hand.*]

ACT: [*Lead children in moving their scarf quickly and then slowly. Reverse the order: slowly and then quickly. Ask children which scarf movement—quick movement, slow movement—goes with what type of music (fast or slow).*

Then play Track seven on the My First Classical Music Album CD and invite children to move their scarves.]

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WEEK 18
DAY 2

Making Music *continued*

Creative Expression

RECAP: Music can be fast or slow, and loud or quiet. We listened carefully to some music and moved our scarves to show what type of music we heard.

Scaffolding Tips

Extra support ■ Offer occasional comments about the type of music as children move their scarves. Examples: "We are moving our scarves quickly. The music is fast." "We are moving our scarves in big circles. The music is loud." ■ Ask children what type of body part we use to pay close attention to whether music is louder or quieter, or faster or slower. (our ears) ■ In addition to changing your scarf movement, say the type of music children are hearing when it changes in a passage. ■ It is fine if some children do not follow the suggested ways of moving their scarf. Skills in aligning physical movement to type of music may be in an early stage of development.

Enrichment ■ Remind children that we learned last week how musicians can control the volume of their instrument. An instrument that makes a sound by blowing air into it (such as a trombone or tuba) can be louder or quieter by blowing more or less air into it (Week 17, Day 2). An instrument that makes a sound with strings (such as a violin) can be louder or quieter by how hard or soft a musician touches or rubs a string (Week 17, Day 1). ■ Children may be ready to learn that the word "tempo" means the speed (fast, slow) at which music is played or sung. ■ Stop moving your scarf after children begin a specific type of movement, so they are using their memory and their peers' movements to remember the movement. ■ Introduce more complex body movements with the scarf. Example: Wave the scarf slowly above the head (with a raised arm) for slow music and bend at the waist to move the scarf quickly (nearly touching the floor) for fast music.

Center Activity

Provide the CD in today's activity for children to continue moving their scarves to fast/slow and loud/quiet music. Children may wish to use two scarves, one hand, and/or their bodies.

Family Child Care

Invite school-age children to lead younger children in scarf movements that reflect the type of music. Children may wish to show or lead their family members in moving scarves to music.

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WEEK 18

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter H card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter H card.*]

What is the name of this letter?

[*Point to the uppercase letter H on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter H?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 18

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding that numbers farther along in the counting sequence represent larger quantities.

Key Concepts

Review: Number chart
Less

Materials Needed

*Large numeral cards 1–10

*Number list

*Number chart

Large piece of colored paper

*Printables provided

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

Let's count to 20 as I move around the circle. I will tap each of you as we count together. When we reach number 20, we will start our counting again with number one.

[*As you move around the circle, lightly tap each child while counting to 20 in unison. Then start over again if more than 20 children are present.*]

ACT: [*Display each numeral, ask "What number is this?" and wait for children to tell you the numeral name. Display the numerals out of order if you anticipate children will be able to identify out-of-order numerals. Otherwise, display all or most numerals in order.*]

Now I am going to hide one of our number cards behind a piece of paper. Then I will say something about the number I have hidden. We will try to determine the number that is hidden. We can use our number list to help us.

[*Display a number list for reference.*

- *Hide a numeral card behind a piece of paper.*
- *Give children hints about the number that comes before or after the hidden number. Examples: "The hidden number is the number that comes after number __." "The hidden number is the number that comes before number __." Point to the numerals you mention on the number list. Example: If you say "I am the number that comes before number seven," point to the numeral seven on the number list.*
- *Ask children what numeral they think is hidden.*
- *Ask children to describe how they know.*

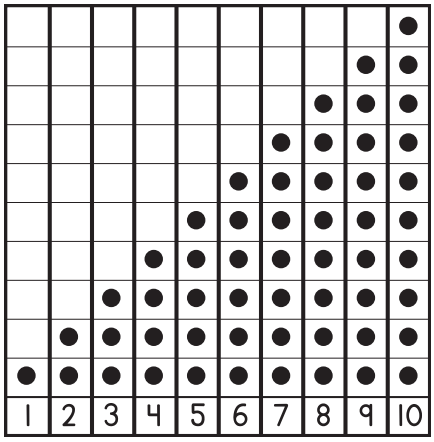
Continue hiding and describing each numeral. Do this activity with numerals 1–10 in, or out of order, as suggested above.

If time permits:]

EXPLAIN: We are going to practice finding which number is more by looking at our number cards.

[*Line up large numeral cards in order, where children can see each. Also, display the number chart used yesterday.*]

We can use our number chart to help us. We know that a number chart



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Counting Things *continued*

has numbers from 1–10 on the bottom. There are dots for each number in the rows above.

Let's practice finding the number that is more by using our number cards and number chart. Remember, as we follow the numbers across on our number chart, each number stands for a larger amount.

[*Point to numbers from left to right across the bottom of the number chart as you describe how numbers get larger.*

Cross-reference numerals on the number chart and the numeral cards. Point to each. Example: "Here is a number two on our number card, and here is a number two on our number chart."]

ASK: [*As you ask the following questions, point to the large numeral cards lined up. Encourage children to use the number chart, if needed.*]

- Which number is more: one or two? How do we know?
- Which number is more: five or four? How do we know?

EXPLAIN: Now we are going to find the number that is less. Remember, less means fewer of something.

ASK:
- Which number is less: three or four? How do we know?
- Which number is less: six or five? How do we know?

RECAP: Today we practiced our numbers by figuring out which number was hidden and by finding a number that was more or less than another number.

Scaffolding Tips

Extra support ■ To help children better understand how to use the number chart, explain again that we can count the dots to tell which number is more and which number is less. Demonstrate by counting the two dots above the numeral two and comparing them to the three dots above the numeral three. Ask which one has more dots. ■ If children have difficulty determining which number is more or less, count the number of dots above each number to determine which number has more (or fewer) dots.

Enrichment ■ Encourage children to compare larger numbers that are close in value. Example: seven and eight.

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Counting Things *continued*

123 Center Activity

Invite children to build several towers in the block center. Ask children to count the number of blocks in each tower and determine which tower has fewer blocks.

Family Child Care

At snack time provide children with a snack that can be manipulated (crackers, cereal, etc.). Invite children to line up snack items like a number chart. Example: Place one cracker on the table to represent the number one. Next to it, place two crackers in a column to represent the number two. Next, place three crackers in a column to represent the number three. Represent as many numbers as snack items are available. It is fine to represent as few as three numbers (a total of six snack items needed). Encourage school-age children to use manipulatives to represent a number line with numbers from 1–100 in increments of 10.

The *What Am I* game is informed by the Can You See Me activity described in the following source: Wright, R. J., Stanger, G., Stafford, A., & Martland, J. (2006). *Teaching number in the classroom with 4- to 8-year-olds*. London: Sage Publications.

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WEEK 18

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel disgusted.

Key Concepts

New: Disgusted

Materials Needed

*3 pictures as shown

Also Promotes

Science

*Printables provided

BEGIN: Today we are going to learn about an emotion that may make us feel yucky inside. Watch me carefully to see if you can guess what I may be feeling.

[*Furrow your brow while wrinkling your nose and sticking out your tongue.*]



ASK: What do you think I am feeling?

EXPLAIN: I am feeling disgusted. We often feel **disgusted** when we see or think something is awful. We may say something is gross when we feel disgusted! There are many things that may make us feel disgusted.

Each of us may feel disgusted by different things. I feel disgusted by _____.

ASK: Does the same thing make you feel disgusted?

EXPLAIN: We might feel disgusted by some kinds of foods that other people really like. You might feel disgusted by an animal that I really like. We are all different, and it is okay if we are not disgusted by the same thing.

ACT: Show us your disgusted face!

ASK: Does everyone's face look the same when we feel disgusted?

EXPLAIN: Let's remember our five senses and think of some things that may make us feel disgusted.

ASK:

- What is something you think <u>smells</u> disgusting (or gross)? (trash, certain kinds of food, diaper, etc.)
- What is something you think <u>tastes</u> disgusting (or gross)? (certain kinds of food)
- What is something you think <u>feels</u> disgusting (or gross) when you touch it? (slime, sand, paint, etc.)
- What is something you think <u>looks</u> disgusting (or gross)? (trash, dirty diaper, old food, etc.)
- Do you think something can <u>sound</u> disgusting (or gross)? What would it be?

EXPLAIN: Let's look at some pictures of things that may or may not make us feel disgusted.

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WEEK 18 DAY 3

Understanding Feelings *continued*

Social-Emotional

Each time I hold up a picture, please make a disgusted face if the item in the picture makes you feel disgusted. Then we will talk about what about the picture makes you feel disgusted. If the picture does not make you feel disgusted, we can talk about what you think or feel about the picture.

ACT: [*Hold up each picture, one at a time. For each picture:*

- *Encourage children to make a disgusted face if the item in the picture makes them feel disgusted.*
- *Ask several children who feel disgusted by the item in the picture to tell why they feel disgusted.*
- *Ask several children who do not feel disgusted by the item in the picture to tell what they think or feel when they look at the picture.*
- *Encourage children to listen to and respect different feelings about the same thing. The feeling of disgust is our reaction to something and not a characteristic of something.*]



Zalnub Razvi/flickr/(CC BY-SA 2.0)





Dodo-Bird/flickr/CC BY 2.0)

RECAP: Today we talked about an emotion that may make us feel yucky inside. What is it called? (disgusted) We do not all feel disgusted by the same things. Why? (each of us is different)

Scaffolding Tips

Extra support ■ As children think of things that taste, feel, look, smell, or sound disgusting, give hints if necessary. Example: "Can you think of something you've tried to eat, but couldn't finish because you thought it tasted disgusting (gross)?" ■ Of the three pictures, the picture of a worm may generate the most difference among children in feeling or not feeling disgusted. If children seem reluctant to discuss the picture, offer a prompt that acknowledges different feelings about the picture. Example: "Some people might think worms are really cool to look at. Other people might think worms are gross because they are slimy."

Enrichment ■ Ask children if members of their family all feel disgusted by the same thing. Why? ■ Encourage children to talk about things we can do when we feel disgusted. (look or move away from the thing that makes us feel disgusted, remember that not everyone feels disgusted by the same thing)

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WEEK 18

DAY 3

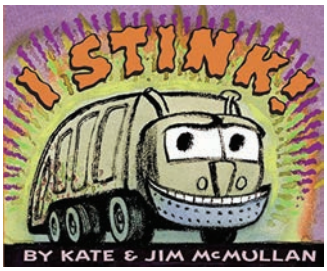
Understanding Feelings *continued*

Social-Emotional

Center Activity

Provide pages of old magazines no longer used. Invite children to find pictures of things that disgust them, cut out the pictures, and glue them to a piece of paper entitled "Things that Make Me Feel Disgusted." If magazines are not available, encourage children to draw a picture of something they find disgusting (gross).

Family Child Care



Children in your setting will enjoy talking about things that are disgusting after reading *I Stink!* by Kate McMullan. Encourage older children to read the book (or show book pictures) to younger children. Discuss the "stinky" items depicted in the book. Invite children to discuss all the stinky things that might be found in their own home. School-age children will enjoy collecting "stinky" items in your setting similar to the items in the book. Examples: toy food, food containers, sneakers. Ensure all items are clean. Younger children will enjoy pretending to drive garbage trucks made from large boxes. Encourage children to drive around the "city" and clean up all the "stinky" items.

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WEEK 18

DAY 3

Making Music

Creative Expression

Be Prepared: If rhythm sticks are not available, children may march (in place or around the room) to the beat of music.

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of creative processes

Children will understand the concept of a beat in music.

Key Concepts

New: Beat

Materials Needed

The Military Band: Salute to the Services CD

Rhythm sticks—2 per child (see Be Prepared)

BEGIN: We are learning about differences in music. Yesterday we moved scarves to show how music can be louder and quieter, and faster and slower.

Today we will talk about another type of difference in music. Please listen to me clap to a nursery rhyme. The nursery rhyme is "Mary Had a Little Lamb."

ACT: [*Clap the beat as you sing the first verse of "Mary Had a Little Lamb." See dots with the accompanying words for a guide to the beats. Repeat the first verse of the rhyme with your claps.*

Invite children to clap with you as you sing the rhyme.]

Mary had a little lamb, little lamb, little lamb.
• • • • • • • •
Mary had a little lamb its fleece was white as snow.
• • • • • • • •

EXPLAIN: We are clapping the beat of our nursery rhyme. A **beat** is a regular part or sound in music we sing, play, or listen to. The beat of music can be fast or slow.

Let's listen for the beat in some music played by a marching band. I will clap the beat of the music. Please clap with me.



ACT: [*Play a brief portion of Track 11 of The Military Band: Salute to the Services CD. Clap to the beat of the music in a pronounced and deliberate manner all children can see.*]

EXPLAIN: We use clapping to learn about syllables. Today we are using clapping to learn about the beat of music. Now let's use rhythm sticks to help us pay attention to the beat of music.

ACT: [*Display two rhythm sticks. Demonstrate their use by tapping them gently together to the beat of "Mary Had a Little Lamb" as you sing the rhyme. Then distribute two rhythm sticks to each child. Urge children to tap the sticks gently together.*

Play a brief portion of Track 11 of The Military Band: Salute to the Services CD. Lead children in gently tapping together their rhythm sticks to the beat.

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Making Music *continued*

Creative Expression

If time and child interest permit, help children pay attention to the pace of a beat by leading children in gently tapping their rhythm sticks to a brief portion of the following song: Track 15 of The Military Band: Salute to the Services CD. At the conclusion of the music segment, ask children how the second piece of music was different from the first piece (second piece is faster).]

RECAP: Today we focused on the beat of music. We learned that a beat is a regular part or sound of music we listen to, sing, or play. We clapped and tapped rhythm sticks to help us pay attention to the beat of music. A beat can be fast or slow.

Scaffolding Tips

Extra support ■ In the opening segment, it is fine if some children opt to clap (or listen) but not say or sing the rhyme. The intent of the activity is to draw attention to the beat of the rhyme, not memorize its words. ■ Remind children that a nursery rhyme is a short story or song that can be funny (Language/Literacy Week 4, Day 2). ■ When you explain that a beat can be fast or slow, clap and sing "Mary Had a Little Lamb" at a noticeably slower and/or faster pace as an example.

Enrichment ■ In reciting "Mary Had a Little Lamb," explain that fleece ("its fleece was white as snow") covers the lamb. Fleece is wool. ■ When you indicate that a beat in music can be fast or slow, explain that sometimes the beat changes within a piece of music (a song). The beat of a specific song may begin slow and then become fast or might change from slow to fast to slow again. Some of the music played on Day 2 included passages with both slower and faster beats. ■ If possible, display and describe a metronome (or a picture of a metronome or an online electronic version) as a tool to help musicians keep a steady beat of the music. A metronome can be adjusted to go faster or slower.

Center Activity

Provide a CD player and *The Military Band: Salute to the Services* CD plus several musical instruments (a small drum, maracas) that children could use to show the beat of songs on the CD.

Family Child Care

Invite school-age children to make egg shakers (plastic eggs filled with seeds or pebbles and secured with heavy tape) that preschool-age children may use to show the beat of music you play on a CD or sing. Younger children in your setting may enjoy moving rattles or bells with the music.

Source of "Mary Had a Little Lamb" nursery rhyme: Hale, S. J. B. (1984). *Mary had a little lamb.* New York: Holiday House.

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WEEK 18

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children will also understand the name and sound of the letter H.

Key Concepts

Review: Beginning sound

Materials Needed

*Picture cards for letters S, P, E (see Be Prepared)

Sticky tack

Chart paper

*Letter H card

*4 letter H picture cards

Chart from Day 2

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

Be Prepared: Secure letter picture cards for letters S, P, and E (used in weeks 14, 15, 17, respectively). You will need three picture cards per letter.

BEGIN: We are learning more about the sounds of letters at the beginning of words. Remember, we call the first sound we hear the beginning sound of a word. Today we are going to play our letter sound game again.

EXPLAIN: We will use pictures that begin with sounds we did not use on Day 2. After we've figured out the letter the pictures begin with, I will place the cards on a chart and write the letter above them.


pig

James Langiewicz/flickr/Used With Permission


pear

Joe King/flickr/(CC BY 2.0)


pan

JPC24M/flickr/(CC BY-SA 2.0)

Beginning Sound P Song

(Sing to the tune of "Old McDonald Had a Farm")

What's the sound that starts these words:
pig, pear, and pan? (wait for response from children)

/P/ is the sound that starts these words:
pig, pear, and pan.

With a /p/, /p/ here, and a /p/, /p/ there,
here a /p/, there a /p/, everywhere a /p/, /p/.

/P/ is the sound that starts these words:
pig, pear, and pan.

ACT: [*Display three picture cards for the letter P (pig, pear, pan).*

Place pictures together on a chart with sticky tack. Point to each picture as you say its name.]

Pig, pear, and pan all begin with the /p/ sound.

What letter makes the /p/ sound? (P)

[*Write the letter P above the P picture cards.*]

Let's try some more!

[*Continue playing the game using picture cards for letters S and E.*]

EXPLAIN: Let's learn more about the letter H.

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Understanding Letters *continued*

H h

[*Display letter H card.*

If a child(ren) whose name begins with the letter H was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter H when you say the name.]

Maybe someone in our group has the letter h somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase h and it will look like this.

[*Point to the lowercase h on the letter card.*]

Pop up if you have the letter h somewhere else in your name (not at beginning).

[*If a child has the letter h somewhere else in his/her name, point to the name and to the letter h on the list of children's first names so all children can see the name and the letter h.*]

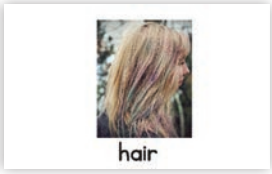
ASK: What is our word that begins with the letter H? (home)

ACT: The letter H says /h/, just like at the beginning of the word "home." /h/, /h/, home. Let's say that together: /h/, /h/, home.

I have two pictures of things that begin with the letter H. I wonder what they could be?



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Laura/flickr/(CC BY 2.0)



eltpics/flickr/(CC BY-NC 2.0)



[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says hat. The letter h is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter H and write them on our chart. Remember, the letter H says /h/, /h/.

[*Help children by suggesting other words that begin with h. Examples: hear, happy, hungry, horse.*

Invite one or more volunteer children to find the letter h in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter H on your chart paper.]

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Understanding Letters *continued*

Language/ Literacy

We use three lines to make an uppercase H. Two lines are straight and tall and the third line is short and goes across.

[*Give each child his/her letter journal.*]

Now we are going to write the letter H in our letter journal. Please write the uppercase (big) letter H in your journal. Write as much of the letter as you can.

RECAP: Today we looked at pictures of items that began with the same sound. Then we sang our song we learned last week to help us guess the letter the pictures began with.

We also learned that the letter H says /h/, just like at the beginning of the word "home." We made the uppercase (big) letter H in our letter journal. Let's say together the sound the letter H makes (/h/).

Scaffolding Tips

Extra support ■ Enunciate clearly each word when singing the song. ■ Hold up each letter card to remind children of what the letter looks like after they've figured out the letter that makes the sound. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to name other animals/items that begin with the same sound as a group of picture cards. ■ Some children may be interested in your demonstrating and describing how to make a lowercase h. Example: "A lowercase h is made with a straight line down and then a curved line."

Center Activity

Provide *picture cards used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided

Family Child Care

Invite children to look around your home for items that begin with the same letter sound. Younger children may work better in pairs, while older children may wish to look for items independently.

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 18

DAY 4

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will understand how to determine if a number is more or less than a close or neighboring number.

Key Concepts

Review: Equal

Materials Needed

*Number chart

*2 sets of small numeral cards 1–5 per pair of children

*Printables provided

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

Let's count the number of children in our small group as we go around the circle.

I will begin with one. The person next to me will say the next number, which is number two. Then the person next to him/her will say the next number.

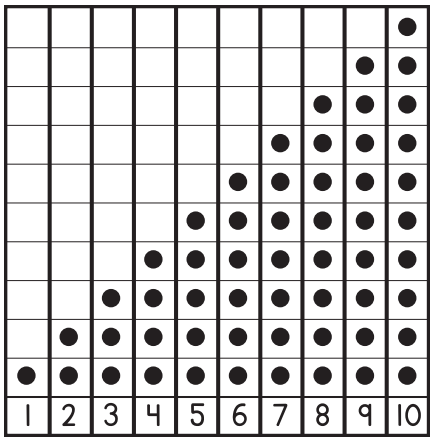
[*Continue as each child says the next number in the counting sequence. Stop after each child has said a number.*]

We have ___ children in our small group!

ACT: Today we will play a number game with cards. Each of us will have a partner and one set of cards with numbers 1–5. Each pair will mix up the two sets of cards to make one set. Then each pair will put the cards on the table between us so we cannot see the sides of the cards with numbers. Each person in the pair will choose one card.



After each of us chooses a card, we need to determine which card has a number that is more and which card has a number that is less. We can use our number chart to help us, if we need it. If each of us chooses a number that is the same, the numbers are equal. Remember, equal means they are the same.



[*Pair children and place the set of cards between them. Observe as they play the game and determine who has the numeral that is more, and who has the numeral that is less. As children finish, mix up the cards. Play as long as time permits.*]

RECAP: Today we played a game with numbers. We worked with a partner to find the number that was more and the number that was less. Did any of you choose numbers that were equal?

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Help children remember the number they are to say in counting the number of children in the small group. Examples: "What number comes next?" or "What number comes after number ___?" ■ As children play the game, help by pointing out the numerals on the number chart, if necessary. ■ Help children to better understand the use of the number chart by again demonstrating how the numbers increase in amount as you go down the line. ■ If children have difficulty determining which card is more or less, invite them to count the dots on each card and compare each amount. Example: "Lori, you have five dots on your card and Brennan has three dots on his card. Which card has more dots?"

Enrichment ■ Invite pairs of children to play with numeral cards 1–10, if they are able. ■ Give each child a numeral card 1–10 and invite them to line up in order of their number (use two lines if needed).

123 Center Activity

Supply *small numeral cards and a *number chart. Invite children to continue the game played during today's activity.

*Printables provided

Family Child Care

Encourage school-age children to practice counting by twos, fives, and tens as they pass a ball to one another.

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WEEK 18

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand some characteristics of small communities.

Key Concepts

New: Town
Farm
Silo
Barn

Review: City
Skyscraper

Materials Needed

*2 pictures as shown
Paper
Drawing tools

Also Promotes

Creative Expression

*Printables provided

BEGIN: We are learning about communities. Last week we talked about large communities. They are called cities. We know that really big cities have tall buildings called skyscrapers.

EXPLAIN: Today we are going to learn about small communities. A small community is often called a **town**. Fewer people live in a town than in a city. Towns have fewer houses and other buildings than cities.

[*Display picture of buildings in a small community.*]

Let's look at this picture of stores and other buildings in a town.



Jasperdo/flickr.com/(CC BY-NC-ND 2.0)

ASK: Are the buildings in this town as tall as skyscrapers in a city?

EXPLAIN: A small community might also include farms. A **farm** is a piece of land used for growing plants or raising animals. Some people in a small community might live on a farm. People who live on a farm need a lot of land to grow their plants or raise animals.

[*Display picture of a farm.*]

ASK: Have you ever been to a farm? What was it like?



Tom Gill/flickr.com/(CC BY-NC-ND 2.0)

EXPLAIN: [*Point to each item in the picture of a farm as you discuss it.*]

Some farms have special types of buildings. The tall buildings that are curved at the top are called silos. A **silo** is used to store grain to feed animals. The red buildings in the picture are called barns. A **barn** is used for storing hay, grain, and farm equipment. Some farm animals live in a barn.

We are going to draw a picture of a building that can be found on a farm.

We can draw a barn or a silo or some other type of building you think would be on a farm. You can draw more than one building in your picture if you want to.

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WEEK 18
DAY 4

Exploring Where We Live *continued*

Social Studies

ACT: [*As children draw, encourage them to include details that might be related to a farm building, such as doors or windows.*]

RECAP: Today we learned that a small community is usually called a town. Some people who live in a small community may live on a farm. We drew a picture of a farm building(s).

[*If time permits, lead children in singing "Old MacDonald Had a Farm." You may wish to hang pictures of farm buildings on the wall.*]

Scaffolding Tips

Extra support ■ In the description of a town, remind children that the word fewer means a smaller number of something (Language/Literacy Week 6, Day 2). ■ In the description of a silo, explain that grain is a type of food. Animals eat grain. Farmers put food for animals in a silo just like we put food in a box or container. A silo is big because there may be many animals on a farm. ■ Provide the picture of a farm as a guide for children's drawing efforts, if necessary.

Enrichment ■ Invite children to name some animals that could be found on a farm.

Center Activity

Provide play dough for children to create a farm. Add toy people to the center so children can extend their pretend play with their farm.

Family Child Care

Older children in your setting may enjoy reading books about a farm to younger children. Examples: *Big Red Barn* by Margaret Wise Brown, *Mrs. Wishy-Washy's Farm* by Joy Cowley. If possible, take children on a trip to a farm. Discuss buildings and other items found on a farm.

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WEEK 18

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Be Prepared: Identify an open wall for children to use in throwing beanbags or yarn balls. Use a rope, string, or some other means to designate a line for children to stand behind to practice throwing. Initially provide 5–7 feet between the line and the wall. Adjust the distance based on children's throwing skills (see Enrichment tip). Encourage children to use the hand of their choice for throwing; development of a dominant hand may be in process. You may wish to arrange for another adult to help you with the activity.

Skill and Goal

Motor development

Children will use underarm movements to throw a beanbag away from their body.

Key Concepts

New: Underarm throw

Opposite

Materials Needed

Large ball

Beanbags or yarn balls—2 or 3 per child

Rope or string (see Be Prepared)

Also Promotes

Self-Regulation

BEGIN: [*Throw a large ball up into the air and catch it.*]

We are learning and practicing how to throw a ball. Where have we thrown our balls? (up into the air)

EXPLAIN: Today we will learn how to throw an item away from our bodies. We use our hands and arms differently when we throw something away from us compared to when we throw something up into the air.

We will practice throwing a beanbag (or yarn ball) away from ourselves. We will use an underarm throw. An **underarm throw** involves moving one of our arms backward and then forward.

Each of us will decide what arm we want to use for throwing. We will call this our throwing arm.

ACT: Let's all raise the arm and hand we want to throw with today.

Now let's all use our other hand to point to our leg that is opposite our throwing arm. **Opposite** means someone or something that is across from us or on a different side. Our throwing arm is on one side of our body. Right now we want to point to our leg that is on the opposite (other) side of our body.

[*Encourage children to hold up their throwing arm/hand while using their other hand to point to their opposite leg. See Extra support tip for other ways to promote understanding of opposite.*]

Please watch and listen carefully to how we do an underarm throw.

[*Describe the following movements as you or another adult demonstrate each. Position the demonstrator so children can watch the side (vs. back or front) of the demonstrator.*

- *"Stand tall with both feet flat on the floor and toes and shoulders facing the direction you will throw; look forward and keep your eyes on where you want to throw your item."*
- *"Hold the beanbag in the palm of your throwing hand, with your throwing arm at the side of your body."*
- *"Move your throwing arm backward and put your opposite leg in front of you. Remember, our opposite leg is on the other side of our body."*

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Moving Our Bodies *continued*

- *"Move your throwing arm forward and let go of the beanbag when it reaches the level of your chest."*

After your description and demonstration, lead children through the movements with one beanbag per child or invite children to pretend they are holding/throwing a beanbag. Encourage children to hold the following key movements so you can again describe each: "(1) feet flat on floor with shoulders, head, and eyes straight ahead; throwing hand holds beanbag at the side of your body; (2) throwing arm moves backward while opposite leg moves forward; (3) throwing arm moves forward and hand lets go of the beanbag when it reaches level of your chest."]

EXPLAIN: We will throw our beanbags at the wall. Remember, you decide which arm you want to use for throwing. Each of us will get two (or three) tries. After everyone has taken their turns throwing, we will safely pick up our beanbags and then practice some more underarm throwing.

ACT: [*Provide enough space between children so their movements do not interfere with each other. Provide verbal guidance as appropriate. Provide clear direction for all children to stop throwing beanbags before all children retrieve their beanbags. Provide clear direction for when to resume practice throwing. Continue as time and child interest permit. See Enrichment tip.*]

RECAP: Today we practiced underarm throwing. How does our throwing arm move when we use underarm throwing? (backward and then forward) What do we do with our opposite leg when we move our throwing arm backward? (opposite leg moves forward at same time throwing arm moves backward) Tomorrow we will talk about how our legs help us do underarm throwing.

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WEEK 18
DAY 4

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Emphasize the difference between throwing an item away (in front of us) and throwing an item up (above us). Our arm does not go above or near our head when we do an underarm throw. ■ Help children identify their throwing arm by explaining that the hand we use to throw something is usually the hand we use for drawing, holding a utensil, brushing our teeth, etc. ■ To help children remember the concept of opposite, you may wish to tie a bright ribbon on the shoe of a child's opposite leg (and on their throwing arm, if appropriate). Some other options for promoting the concept of opposite include: invite two volunteer children to stand across from each other as you explain the children are standing opposite of each other; ask children to point to the side of the room that is opposite of where you are currently standing; invite children to briefly describe what is on the opposite (other) side of the street from where they live. ■ Some children may be familiar with the phrase "tick tock" when doing an underarm throw. "Tick" is the backward movement, "tock" is the forward movement of the throwing arm. ■ It may be helpful to explain that our body is moving like scissors when we move our throwing arm backward and at the same time move our opposite leg forward.

Enrichment ■ When children move their throwing arm forward, it is fine if children also move forward the leg that corresponds to their throwing arm. It also is fine if children move forward their opposite arm when moving their throwing arm backward. ■ Increase the distance children throw the beanbag by moving the rope (or other marker) further from the wall. Explain that we move our throwing arm faster to get the beanbag to go further away from us. ■ Invite children to use their other arm to throw the ball and describe how it feels compared to use of their preferred throwing arm.

Center Activity

Provide indoor or outdoor space for children to continue to practicing underarm throwing with items used in the main activity. Remind children of specific movements involved in underarm throwing, as appropriate.

Family Child Care

Consider forming pairs of children in which a school-age child catches the beanbag (or yarn ball) thrown by a preschool-age child. Another option is for pairs of children to practice underarm throwing on an outdoor flat surface, with children using chalk to draw a circle or place an X where a beanbag lands. Different colors of chalk could be used to designate children.

This activity was informed by physical education specialist Donavan Yarnall of South Carolina.

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WEEK 18

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

BEGIN: [*Display letter H card.*]

What is the name of this letter? What sound does the letter H make?

Letter H says /h/, just like in the word "home." /h/, /h/, home. Let's together say /h/, /h/, home.



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter H.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter H card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 18

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of making mental comparisons of close or neighboring numbers.

Key Concepts

Review: Number chart

Materials Needed

*Number list

*Number chart

*Printables provided

Optional Reading

The Water Hole by Graeme Base

BEGIN: This week we learned more about numbers. We know how to find the number that comes after another number. We also know which number is more and which number is less when we compare two numbers.

ASK: [*Hold up the correct number of fingers to represent "pretzels" as you ask the following questions:*]

- If I have four pretzels and Kathy has five pretzels, who has more pretzels?
- Who has fewer pretzels? How do we know?

EXPLAIN: We know how to use our number list to help us determine which number comes after another number. I have a number list for us to use if we need it.

1	2	3	4	5	6	7	8	9	10

Let's pretend we went walking down the street. We walked by a house with a number one on it. The next house had a number two on it.

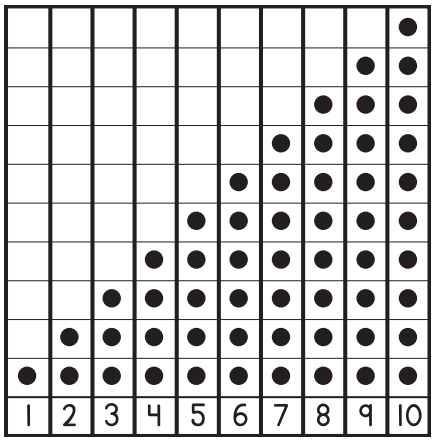
[*Point to the numeral one and the numeral two on the number list.*]

ASK: What number would be on the next house?

EXPLAIN: Number three is next because it comes after number two.

[*Point to the numeral three on the number list as you explain the number sequence.*

Point to the numeral four on the number list.]



ACT: Let's find and point to this number on our number chart. We know that our number chart has numbers from 1–10 on the bottom. There are dots for each number in the rows above.

[*Display number chart. Choose a volunteer child to find and point to the numeral four on the number chart.*]

Now let's point to and count each of the dots above number four on our number chart.

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Counting Things *continued*

[*Choose a different volunteer child to find and point to the numeral four on the number chart.*]

EXPLAIN: We can also use a number chart to determine which of two numbers is more or less.

ASK: Let's use our number chart to answer some questions.

- Which number is more: two or three? How do we know?
- Which number is less: nine or eight? How do we know?

EXPLAIN: Let's try some numbers that are close to each other on the number chart but not next to each other.

ASK:
- Which number is more: three or one? How do we know?
- Which number is less: five or three? How do we know?

RECAP: We are learning more about numbers. We know how to use our number list to tell which number comes after another number. We also know how to tell which number is more and which number is less when we use our number chart.

Scaffolding Tips

Extra support ■ As you ask children which numeral is more or less, point to the numerals on the number chart. ■ If children have difficulty determining which number is more or less, count the number of dots on the number chart above each number to determine which number has more (or fewer) dots.

Enrichment ■ Invite children to think of a number that is more than five. Invite children to think of a number that is less than seven.

123 Center Activity

Supply *small numeral cards and a *number chart. Invite children to use these items to play a game. Invite children to place cards face down in front of them. As children take turns turning over two cards, ask them which numeral is more or which is less. If they are the same numeral, they are equal and a match! Children should place the two cards chosen to the side, and the next person takes a turn.

*Printables provided

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WEEK 18

DAY 5

Counting Things *continued*

123 Mathematics

Family Child Care

Continue to practice more and less with numbers throughout the day. Practice with toys when outside, and with food during lunch. Use the number chart when comparing. School-age children will enjoy comparing larger numbers.

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WEEK 18

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand some differences between large and small communities.

Key Concepts

Review: City
Town
Farm
Describe

Materials Needed

Children's cityscapes and farm drawings

BEGIN: We are learning about small communities and large communities. We know the words city and town. Is a city a large community or a small community? Is a town a large community or a small community?

EXPLAIN: Last week each of us made a picture of skyscrapers, and yesterday we drew a picture of a farm building(s). We learned that a farm is a piece of land used for growing plants or raising animals.

ACT: Today we are going to describe our picture of skyscrapers or the drawing of our farm building(s). Remember, when we describe something we tell others about it.

[*Invite volunteer children to describe either their picture of skyscrapers or their picture of a farm building(s). Encourage children to describe the item they chose and how the building is used. Example: "What happens in a skyscraper?" (people live or work there)*]

RECAP: Today we described our pictures of skyscrapers and farm buildings and discussed how the buildings are used. Pop up if you'd like to live in a large community! Pop up if you'd like to live in a small community!

Scaffolding Tips

Extra support ■ Remind children to be good listeners when someone is describing. ■ If children seem nervous or reluctant to describe their item, indicate that it is okay to feel this way. ■ If children do not wish to describe their item, encourage them to hold the item as you help them share by describing it.

Enrichment ■ Invite children to ask questions about a building(s) drawn by another child. ■ Invite children to count the number of windows in their skyscrapers.

Center Activity

Provide animals, cars, people, and small blocks. Encourage children to build a large or small community.

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Exploring Where We Live *continued*

Family Child Care

If you live in an area with buildings that are two or more stories high, take children for a walk and discuss the shapes you see in them.

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WEEK 18

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will understand how parts of their body contribute to underarm throwing.

Key Concepts

Review: Underarm throw

Opposite

Materials Needed

Beanbags or yarn balls—2 or 3 per child

Target (see Be Prepared)

Rope or string (see Be Prepared)

Also Promotes

Self-Regulation

Be Prepared: Provide a specific target for children's underarm throwing attempts in your classroom's activity space. One target option is to draw a large circle (or two concentric circles) with a red marker on chart paper and affix it to an open wall. A more challenging target option is a large container, such as a bucket. If children are throwing at about the same time (vs. taking turns), provide a sufficient number of targets so children can stand in front of the target (and not throw from an angle). Use a rope, string, or some other means to designate a line for children to stand behind to practice throwing. Provide a throwing distance that best accommodates children's underarm throwing skills as shown in yesterday's activity and the challenge of today's target. The activity is aimed at practice, not competition; it is not necessary to keep track of whether targets are successfully hit. You may wish to arrange for another adult to help you with the activity. To help children control their actions, distribute beanbags after the discussion of how parts of our body contribute to underarm throwing.

BEGIN: Yesterday we practiced underarm throwing. We know that an underarm throw involves moving our throwing arm backward and then forward. Remember, each of us decides which arm we want to use for throwing. Let's all raise our throwing arm.

EXPLAIN: [*Demonstrate—or invite a volunteer child to demonstrate—the movements described below.*]

We begin an underarm throw by standing tall with both feet flat on the floor and our toes and shoulders facing the direction we want to throw. We look forward and keep our eyes on where we want to throw our item.

[*Point to target as you describe it.*]

Today we will use underarm movements to throw our beanbags at (name of target).

ASK: Why do we want to point our toes and shoulders in the direction we want to throw, and look forward and keep our eyes on where we want to throw? (so we can focus on our target)

[*Follow-up prompt, if needed: "Would we have a good chance of hitting our target if we faced our body in a different direction or didn't look at what we want to hit?"*]

EXPLAIN: We move our throwing arm backward and put our opposite leg forward. Remember, opposite means someone or something that is across from us or on a different side. The opposite of an arm or leg on one side of the body is the arm or leg on the other side of the body. We can keep our balance by putting our opposite leg forward when our throwing arm moves backward. Our body might tip a little bit, or we might even fall over, if we didn't use our opposite leg to help us keep steady while our throwing arm is going backward.

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WEEK 18
DAY 5

Moving Our Bodies *continued*

Physical/ Health

Moving our throwing arm backward and then forward helps us throw our beanbag further away from us. Look at what happens to the beanbag when I do not move my throwing arm backward and then forward.

[*Demonstrate "throwing" the beanbag without moving your throwing arm backward and then forward.*]

ACT: Let's practice our underarm throw by trying to hit (name of target). It is okay if our beanbag does not hit the target. We are practicing. We are not competing.

[*Distribute beanbags and describe rules of activity. Provide enough space between children so their movements do not interfere with each other. Provide verbal guidance as appropriate. Provide clear direction for all children to stop throwing beanbags before all children retrieve their beanbags. Provide clear direction for when to resume practice throwing. Continue as time and child interest permit.*]

RECAP: Today we practiced underarm throwing by trying to hit (name of target). How can we keep our balance when our throwing arm moves backward? (move opposite leg forward) Was it easy or hard to hit our (name of target)? Why?

Scaffolding Tips

Extra support ■ When you describe the importance of pointing your body toward the target, stand in a haphazard fashion and turn your head sideways. Ask children to describe how your body is not ready to do an underarm throw at a target. Show how your beanbag might not hit the target using a haphazard body posture. ■ Remind children that when we balance something we keep it steady (Physical/Health Week 7, Day 4). ■ Explain that a **target** is something we want to reach or do.

Enrichment ■ Provide experiences with two different types of targets (a bucket and a circle on the wall). ■ Encourage children to suggest ways to increase the challenge of hitting a target with an underarm throw. ■ Invite children to try different levels of "speed" by moving their throwing arm slightly faster and slightly slower. What happens to the beanbag?

Center Activity

Provide indoor or outdoor space for children to continue practicing underarm throwing focused on a target. Encourage children to find ways to make a target more challenging while still doing an underarm throw.

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WEEK 18

DAY 5

Moving Our Bodies *continued*

Physical/ Health

Family Child Care

Invite school-age children to intentionally make a "mistake" while doing an underarm throw, and encourage preschool-age children to identify the "mistake."

This activity was informed by physical education specialist Donavan Yarnall of South Carolina.

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WEEK 19 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Review how to identify the name and say the sound of letters X, S, P, E, and H (Days 2, 4)
- Practice finding letters X, S, P, E, and H in a sentence (Days 1–5)

Mathematics

Making Patterns

- Practice making simple patterns (ABAB) with words, sounds, and our bodies (Days 1, 5)
- How to make other kinds of patterns (AABAAB) with beads and circle counters (Days 2, 4, 5)
- Using three of our senses to identify patterns outdoors (Day 3)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching and taking turns
  - *Mirror, Mirror* game (Day 1)
- How to follow requests by listening and remembering
  - *Drum Beats* game (Day 2)

Social-Emotional

Understanding Feelings

- We feel proud when we feel good about our actions, ourselves, or someone else (Day 3)
- Illustrating ourself doing something that makes us feel proud (Day 3)

Social Studies

Exploring Where We Live

- Identifying characteristics of our community's geography (Day 4)
- How different types of bridges can be used in a community (Day 5)

Science

Exploring Life Cycles

- How living things grow and change over time (Day 1)
- Drawing ourself as a baby (Day 1)
- How long it takes for people, puppies, and kittens to grow and change from babies to adults (Day 2)
- How living things go through different stages (Day 3)

Physical/ Health

Staying Healthy and Safe

- How different types of farms grow different kinds of food (Day 4)
- How a dairy farmer gets milk from a cow (Day 5)
- Dairy foods include milk and other food made from milk (Day 5)

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WEEK 19

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also say the sounds of letters X and S.

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Sentence

Materials Needed

*Letter X card

*Letter S card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: Brief sentences are used in Days 1, 3, and 5 as opportunities for children to identify letters, especially lowercase letters. The sentences suggested in each plan focus on recent content in Self-Regulation, Social-Emotional, or Social Studies. You may wish to prepare a different set of sentences related to some aspect of your classroom's current activities. If you prepare your own sentence, be sure to include the set of letters being reviewed this week in words that use the letter sound introduced in the curriculum, including short vowel sounds. There are opportunities later in the curriculum to introduce other sounds of letters, including long vowel sounds.

The second segment of the plan is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3 to 5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's practice finding letters we know by looking for them in a sentence. Remember, a sentence is a group of words that gives us information or tells us what to do. A sentence can also ask a question.

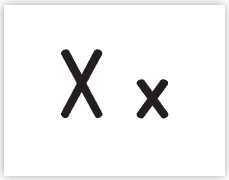
ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

There are six skyscrapers in our large community.]

We want to find lowercase letters x and s in our sentence. Let's begin with the letter x.

[*Display letter card X. Point to the lowercase x on the card.*

Encourage a volunteer child to look for and point to a lowercase letter x in the sentence as you display the X letter card.]



What sound does the letter X make?

Yes! Letter X says /ks/. Let's together say the sound of the letter X: /ks/.

[*Repeat the above procedure with the letter s.*]

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*



- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk*

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Understanding Words *continued*

about some words each time we read the book this week. Remind children of the Words We Understand chart.

- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 19

DAY 1

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of simple patterns.

Key Concepts

Review: Pattern
Simple pattern

Materials Needed

*Large numeral cards 1–5

*Printables provided

BEGIN: Let's think about ducks. We will need five people to be ducks. Each of the five ducks will hold a number card to help us practice counting.

[*Give a large numeral card to each of the volunteer "ducks."*]

ACT: Let's have our ducks line up with their numbers like a number list!

[*Help arrange children in a line with numeral cards in order from 1–5. Point to the numbered ducks you identify in the following questions.*]

- What number duck comes after duck number four?
- What number duck comes after duck number two?
- Now let's look at ducks three and four. Which of these two numbers is more? How do we know?

EXPLAIN: Let's do a pattern with sounds. We know that a pattern is something that repeats itself.

ACT: Let's say a "Quack" and "Waddle" pattern. We can try it together. Quack, waddle, quack, waddle, quack, waddle. . . .

What is another simple pattern we can do with words or sounds? Remember, a simple pattern uses two things that repeat themselves.

[*Encourage children to think of simple verbal patterns and try their suggestions.*]

EXPLAIN: Let's try a simple pattern with our bodies. We can try to flap our wings and then jump! Our pattern is flap, jump, flap, jump.

ASK: Are you ready?

ACT: [*Demonstrate a "wing flap" and a jump. Lead children in a flap, jump, flap, jump pattern. Say each motion as you move. "Flap, jump, flap, jump. . . ."*]

Who can think of another simple pattern we can do with our bodies?

[*Encourage children to think of other simple patterns they can do with their bodies. Try their suggestions.*]

EXPLAIN: Now let's have six <u>different</u> little ducks line up. This time we will do a simple pattern with our ducks. Let's try big, small, big, small. The big ducks will stand up tall, and the small ducks will kneel on the floor.

ACT: [*Arrange children in the big, small, big, small simple pattern by having the "big ducks" stand and the "small ducks" kneel on the floor. Say the pattern together while pointing to each big and small "duck."*]

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WEEK 19
DAY 1

Making Patterns *continued*

123 Mathematics

RECAP: Today we practiced counting and did simple patterns with words, sounds, our bodies, and with the pretend ducks.

Scaffolding Tips

Extra support ■ If children need assistance in following a pattern, begin by saying a pattern slowly and asking children to say the pattern with you.

Enrichment ■ Invite children to think of another simple pattern that can be made with the ducks. Example: alternating facial expressions of happy duck, sad duck, happy duck, sad duck.

123 Center Activity

Supply a variety of manipulatives, such as Unifix® cubes and small blocks. Invite children to make a simple pattern with the items.

Family Child Care

Look for animals in books school-age children read to younger children throughout the day. Ask children if they can think of sound and/or movement patterns for different animals. Example: A cow pattern might be moo, chew, moo, chew.

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WEEK 19

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Be Prepared: If time permits, offer the "Silly Faces Song" from Week 18, 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 18, Day 2. The game for today may be less challenging when offered again at a later point.

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

BEGIN: Today we are going to play a new game 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!

[*Display craft stick as if you were pretending it was a mirror.*]

ACT: Please watch as we show 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.*]

When I did something while looking in my pretend mirror, (adult helper) did the same thing!

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)

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WEEK 19
DAY 1

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.

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WEEK 19

DAY 1

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand the concept of a life cycle.

Key Concepts

New: Life cycle

Materials Needed

*2 pictures as shown

Science journals

Drawing tools

*Printables provided

BEGIN: Let's think about how big we are. Have you always been as tall as you are now? Will you get taller and bigger as you grow up?

EXPLAIN: We know that all living things grow and change over time. All of us were babies earlier in our lives. Now we are bigger and taller. And I am even taller and bigger because I am an adult just like your parent.

ASK:

- Was your parent ever a baby?
- Do you have a grandparent in your family? Was your grandparent ever a baby?

EXPLAIN: We are going to spend the next few weeks learning how living things grow and change over time. We call this a life cycle. The **life cycle** means a living thing is growing and changing over time. All living things go through a life cycle.





[*Display pictures of a baby and a child.*]

People change from when they are babies to when they are children your age.

ASK:

- How do people change in size from when they are babies to when they are your age?
- What on a person's body gets bigger? (everything)

ACT: I am going to pass out our science journals so we can draw a picture of ourselves as a baby. Let's think about some things we could include in our drawing of ourselves as a baby.

- Was your hair the same?
- How about your teeth?
- Were your eyes the same color? You have grown and changed since you were a baby.

[*As children draw, ask questions about characteristics they've included.*]

RECAP: Today we thought about how living things grow and change over time. We call this a life cycle. All living things go through a life cycle. We are different today than when we were a baby. When you are an adult, will you look any different than you do now?

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Exploring Life Cycles *continued*

Science

Scaffolding Tips

Extra support ■ If children seem unfamiliar with the word "similar," remind them that similar refers to the ways things are the same.

Enrichment ■ Ask children if they have ever had an animal, such as a puppy, that grew to its full size. How did it change?

Center Activity

Provide people figures and a dollhouse for children to explore. Include both baby and child figures. As children play, ask them to think about the differences between the baby and child figures.

Family Child Care

Ask parents to send pictures of themselves as a baby and as a four– to five-year-old, if possible. Invite children to discuss how their parents have changed over time.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The Scientific Literacy Project. Retrieved from: http://www.purduescientificliteracyproject.org/

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WEEK 19

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify, name, and say the sounds of letters X, S, P, E, and H.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (X, S, P, E, H)—1 per child
*Letter X card
*Letter S card
*Letter P card
*Letter E card
*Letter H card
*Printables provided

BEGIN: We are learning about letters. We know that a letter is a special mark used to make words. In the past few weeks we have learned about letters X, S, P, E, and H.

[*Display letter cards X, S, P, E, and H. Point to and name each uppercase and lowercase letter. Example: "Remember, this is an uppercase S and this is a lowercase s." After you name a letter, invite children to pop up if the letter is in their name.*]

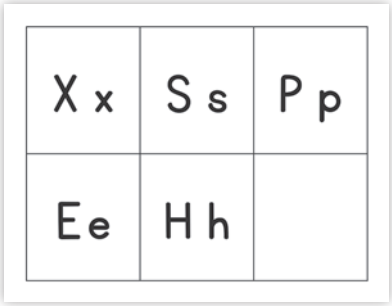


EXPLAIN: Today we will use a letter mat to help us remember the letters we are learning.

[*Display letter mat.*]

Our letter mat contains the uppercase and lowercase letters we have learned so far. We will each use our own letter mat for this activity.

ACT: [*Pass out a letter mat to each child.*]



I am going to mix up the letter cards and then show them to you one at a time. When we see a letter card, we will point to the same letter on our letter mat.

[*Hold up letter card X.*]

Let's find this letter on our letter mat.

[*Lead children in looking for, pointing to, and saying letter X on their letter mat. Explain how you found the letter X. Example: "This letter has two straight lines that cross each other. It looks just like the uppercase letter on our letter card."*]

The letter X says /ks/. Let's together say the letter sound: /ks/.

Now let's find another letter!

[*Hold up remaining letter cards, one at a time. Invite children to first point to the matching letter on their letter mat. Then ask children to repeat the letter name and the letter sound.*]

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WEEK 19

DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we learned more about letters X, S, P, E, and H. We used our letter mats to find the letter that matched our letter card. Then we said the name and sound of the letter.

Scaffolding Tips

Extra support ■ When you introduce the letter mat, point to and name each letter in the order letters appear on the mat. ■ If children need assistance finding the matching letter on their letter mat, describe the letter as you point to the letter card. Example: "We are looking for a letter with one straight line and one curved line. Let's find a letter with a straight line and a curved line like this one."

Enrichment ■ Encourage children to make each uppercase letter in the air with their finger.

Center Activity

Provide *letter cards X, S, P, E, H, and play dough. Encourage children to use the play dough to trace each letter. Extend the center activity by encouraging children to use the play dough to make the letters in their own name, if possible.

*Printables provided

Family Child Care

Hang *letter cards X, S, P, E, and H in random order on a wall. Turn off lights and invite volunteer children to use a flashlight to find a given letter. Example: "Dallas, please use the flashlight to find the letter P on our wall."

*Printables provided

This activity is informed by the following source: Piasta, S. B. & Wagner, R. K. (2009). Learning letter names and sounds: Effects of instruction, letter type, and phonological processing skill. *Journal of Experimental Child Psychology*, 105, 324-344.

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WEEK 19

DAY 2

Making Patterns

123 Mathematics

3-5 YEARS

Small Group



Skill and Goal

Pattern knowledge

Children will make other kinds of patterns.



Key Concepts

Review: Simple pattern



Materials Needed

Beads

Counters

Buttons

Small blocks

4 bowls

BEGIN: We are learning to make simple patterns with words and sounds. Let's try a word pattern. Let's say, "up, down, up, down. . . ."

[*Lead children in saying the word pattern. Then invite children to point up and to point down while saying the pattern. Slow the pace when you add pointing to the pattern so children can coordinate movement and words.*]

EXPLAIN: Please watch carefully as I use some beads and circles (counters) to make a simple pattern. My simple pattern will be circle, bead, circle, bead, circle, bead. We know that a simple pattern uses two things that repeat themselves.

[*Place the counters and beads in an ABAB pattern in front of you for all children to see. Point to each bead and counter as you invite children to say the pattern with you.*

Lay out bowls, each containing one type of small counting items. Example: buttons in one bowl, small blocks in another bowl, etc.]

Let's use the items in these bowls to make patterns. We can use any items we'd like to make a simple pattern. We need two kinds of items to make a simple pattern. Let's each choose two kinds of items and place them in a simple pattern.

ACT: [*Observe and help children as each makes an ABAB pattern. After each child has made an ABAB pattern, encourage the child to say his/her pattern while pointing to each item.*]

Now we are going to make other kinds of patterns with our items. Please watch carefully as I make another kind of pattern.

[*Make an AABAAB pattern. Name each item as you place it in your pattern.*]

Let's together say the pattern.

[*Lead children in saying the pattern as you point to each item.*]

Let's each of us practice making a pattern just like this one.

[*Guide children as they choose the same types of items used in the AABAAB pattern. Encourage children to copy your pattern. Help if necessary.*]

We each made the same kind of pattern. Let's point to the items in our pattern as we say the pattern together.

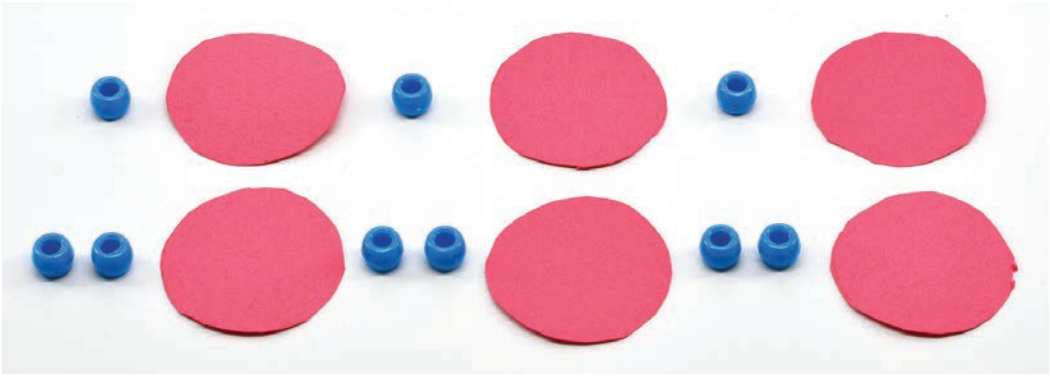
[*Lead children in saying the pattern as they point to each item.*

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Making Patterns *continued*

Next to the AABAAB pattern you created, form an ABAB pattern with the same items used in the AABAAB pattern.



Ask children to compare the two patterns and describe what is different. Review the differences by saying and pointing to items in each pattern. Example: "This pattern is: bead, circle, bead, circle. Our other pattern is bead, bead, circle, bead, bead, circle. There is an extra bead in our second pattern.

If time permits, make another AABAAB pattern as described below.]

Let's try another pattern. Please watch carefully as I make another pattern.

[*Make another AABAAB pattern with items not used in the first AABAAB pattern. Name each item as you arrange it in the pattern.*]

Let's together say the pattern.

[*Lead children in saying the pattern as you point to each item.*]

Now let's make a pattern like this one using the same kinds of items.

[*Guide children as they choose the same types of items used in the second AABAAB pattern. Encourage children to copy your pattern. Help if necessary.*]

We each made the same kind of pattern again. Let's point to the items in our pattern as we say the pattern together.

[*Lead children in saying the pattern as they point to each item.*]

RECAP: Today we used items to make our own patterns. We can make simple patterns and other kinds of patterns!

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Making Patterns *continued*

Scaffolding Tips

Extra support ■ In the first segment where children make their own pattern, put out three instead of four bowls of different items in each or arrange the bowls in two sets of two bowls each (two bowls next to each other) if you anticipate children will need some guidance in selecting two types of items for their simple pattern. ■ It may be beneficial to continue ABAB pattern activities with children for whom more complex patterns are too challenging. ■ Offer children only two bowls of items if it seems difficult for them to focus on making the new pattern.

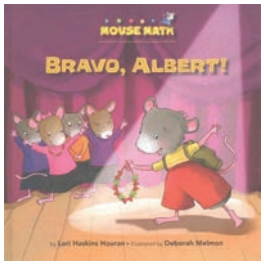
Enrichment ■ Invite children to make their own AABAAB patterns with different items.

123 Center Activity

Supply materials used during today's activity. Encourage children to continue making ABAB and AABAAB patterns.

Family Child Care

Share the book *Bravo, Albert! Patterns (Mouse Math)* by Lori Haskins Houran with all children in your setting. Encourage younger children to find the ABAB patterns in the book. School-age children will enjoy finding more complicated patterns, such as the ABBC pattern on pages 26 and 27.



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WEEK 19

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

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

Key Concepts

Review: Practice

Materials Needed

Classroom drum

Be Prepared: If time permits, offer *Mirror, Mirror* from Week 19, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Mirror, Mirror* from Week 19, Day 1. The game for today may be less challenging when offered again at a later point.



BEGIN: Today we will play a game we've played before that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!

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

ASK: Who remembers what we did when we played this game several weeks ago?

ACT: I am going to beat this drum with my hand. We will clap our hands while I beat the drum. But when I stop beating the drum, we should stop clapping our hands.

Let me show you.

[*Ask another adult to help. Beat the drum, then pause as the other adult claps his/her hands. Then say "stop" and have the other adult stop clapping. The drum beats and claps do not need to be in unison. Continuous clapping is fine.*]

Now let's try it together.

[*Beat on the drum as children clap their hands. Then stop and wait for children to stop clapping. Continue with several rounds of beating the drum and stopping, while waiting for children to clap and stop clapping on cue. Shorten or lengthen the amount of time you beat the drum, based on how quickly children respond to the start and stop prompts.*]

Now we will change our game a little bit. This time when I beat the drum two times, we will clap. Keep clapping until you hear me beat the drum three times. When we hear three drum beats, we will begin to stomp. When I say "stop," we stop. Watch as I show you.

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Focusing & Remembering *continued*

Self-Regulation

[*Ask another adult to help. Beat the drum two times as the adult claps. Then beat the drum three times and pause and wait for the adult to stomp. Alternate between two beats and three beats as the other adult claps and then stomps. Say "stop" when you are finished with the demonstration.*]

Now let's try it together!

[*Beat the drum two times, then pause and wait for children to clap. Then beat the drum three times and pause and wait for children to stomp. Then say "stop" and pause and wait for children to stop. Continue alternating between two beats and three beats as the children clap and then stomp. Say "stop" to indicate that children should stop clapping or stomping. Shorten or lengthen the frequency of prompts (two beats or three beats) depending on how quickly children change their actions.*]

This time we will walk when I beat the drum. Let's stand up.

When I beat the drum slowly, we will walk slowly. Keep walking slowly until you hear me beat the drum quickly. When I beat the drum quickly, we will walk quickly (but not too fast). Remember, we are walking, not running. Let's try it.

[*Beat the drum slowly, then pause and wait as children walk slowly. Then beat the drum quickly and pause and wait as children walk quickly. (Help children remember that we are not running.) Alternate between beating the drum quickly and slowly for several minutes. Say "stop" to indicate that children should stop walking.*]

Let's change the game one more time.

When I beat the drum slowly, we will walk quickly. Then when I beat the drum quickly, we will walk slowly.

- How will we walk when I beat the drum slowly? (quickly)
- How will we walk when I beat the drum quickly? (slowly) Let's try it.

[*Beat the drum slowly then pause and wait as children walk quickly. Then beat the drum quickly and pause and wait as children walk slowly. Alternate between beating the drum quickly and slowly for several minutes. Say "stop" to indicate that children should stop walking.*]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do. In our game, we listened for drum beats. What did we need to pay attention to with the drum beats? (whether the beat continued or stopped, whether there were 1, 2, or 3 beats) What did the drum beats tell us to do? (clap our hands, stomp, remain still, walk slowly, walk quickly)

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WEEK 19

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

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

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

Center Activity

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

Family Child Care

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

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

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WEEK 19

DAY 2

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will deepen their understanding of a life cycle, including differences in the amount of time it takes for a baby to become an adult.

Key Concepts

New: Kitten
Puppy

Review: Life cycle

Materials Needed

Chart or paper

*2 pictures as shown

*Printables provided

BEGIN: Yesterday we drew a picture of ourselves as a baby in our science journals. We know that people change from when they are babies to when they are children your age. This is part of our life cycle. Remember, a life cycle means a living thing is growing and changing over time.

ASK:
- How has your hair changed since you were a baby? Do you have more or less hair now? Is it the same color?
- How much bigger are you today than when you were a baby?
- How have your teeth changed? (fewer as a baby)

EXPLAIN: Today we will talk about how two animals grow and change over time.

The first animal we will talk about has fur, a long tail, and whiskers. Some people have this animal as a pet in their home.

ASK: Can you guess the animal? (cat)

ACT: Pop up if you have a cat in your home or would like to have a cat as a pet!

EXPLAIN: We know that you were a baby and now you are a child. Cats change over time, too.



ASK:
- What is a baby cat called? (**kitten**)

  [*Display picture of a cat and its kitten. Point to each as you ask the following question.*]
- How is the kitten different than its mother? (smaller)

EXPLAIN: Cats have a life cycle. A kitten gets bigger as it grows into an adult cat.

Now let's talk about a different animal.

[*Display picture of a dog and its puppies.*]



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ACT: Pop up if you have a dog in your home or would like to have a dog as a pet! Dogs also change over time as they grow.

ASK: What do we call a baby dog? (**puppy**)

EXPLAIN: The bigger dog in our picture is the mother of the puppies. The mother dog ("mommy dog") is an adult.

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WEEK 19
DAY 2

Exploring Life Cycles *continued*

Science

ASK:
- How are the puppies different than their mother (larger dog)? (smaller)
- Have you ever seen a puppy grow to become an adult dog? How did the puppy change as it got older?

EXPLAIN: Kittens and puppies become adults much quicker than a baby person becomes an adult. It took a long time for you to change from being a baby to a child. It took even longer for me to change from a child to an adult. Kittens and puppies become adults much faster than a baby person becomes an adult. Some living things grow and change faster than other living things.

RECAP: Living things grow and change over time. This is called a life cycle. Today we talked about how we have grown and changed since we were babies. We also talked about how kittens and puppies become adults. Does it take longer for a kitten or puppy to become an adult or a baby person to become an adult?

Scaffolding Tips

Extra support ■ Help with vocabulary as needed when children describe the way they looked as a baby. ■ Help children focus on kitten and cat size and puppy and dog size differences by pointing to specific body parts, such as ears, nose, and head.

Enrichment ■ Invite children to draw a picture of themselves as they might look as an adult. How might they change?

Center Activity

Invite children to draw a picture of a puppy and an adult dog or a kitten and an adult cat.

Family Child Care

Invite a grandparent to visit your setting to talk with children about what they looked like as a baby, as a preschooler, etc.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The Scientific Literacy Project. Retrieved from: http://www.purduescientificliteracyproject.org/

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WEEK 19

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter P card

Chart paper

Marker

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: We are going to practice finding a letter we know by looking for it in a sentence. When we find the letter, we will also say the sound the letter makes.

ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

I waited patiently to play the game.]

We want to find the lowercase letter p in our sentence.

[*Display letter card P. Point to the lowercase p on the card.*

Encourage a volunteer child to look for and point to the two lowercase letter p's in the sentence as you display the P letter card.]



What sound does the letter P make?

Yes! Letter P says /p/. Let's together say the sound of the letter P: /p/.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*

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Understanding Words *continued*

- *Read the sentence with the novel word. Repeat the novel word.*
- *Repeat the sentence in which the word is used.*
- *Define the novel word and connect the definition to the book.*

- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 19

DAY 3

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will identify patterns in their environment.

Key Concepts

Review: Pattern
Senses

Materials Needed

None

Be Prepared: Today's activity takes place outside but may be adjusted for an indoor setting if inclement weather or other factors prevent you from going outside. You may wish to preview pattern possibilities before you take the walk.

BEGIN: We are learning to make patterns. We know that a pattern is something that repeats itself. We can make word or sound patterns, patterns with our bodies, and patterns with different items. Today we will go on a pattern hunt. We will look for patterns outside!

Where might we find patterns outside? (playground, sidewalk, etc.)

EXPLAIN: Patterns can be found many places outside. We can find patterns in leaves and even in rocks. We need to look for all kinds of patterns when we look for patterns outside.

We can use some of our five senses to find patterns. Remember, our senses help our body get information from things near us.

ASK: What are some of our five senses? (hearing, seeing, touching, smelling, tasting)

EXPLAIN: We may hear patterns. A bird can make a pattern as it sings.

[*With your own voice, offer an example of a bird singing two different "notes" in a pattern. "Tweet, tweet."*]

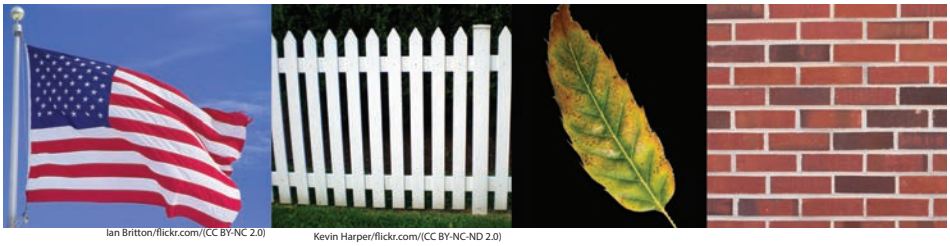
We also might see a pattern when we walk. Watch me walk. Left, right, left, right, left, right. I can make a pattern by walking!

ASK: What sense do we use when we feel something? (touch)

EXPLAIN: We also might find patterns we can feel. A leaf can be bumpy, smooth, bumpy, smooth.

ACT: [*Take children on a pattern hunt. Point out patterns as you see, hear, or feel them.*

Some examples of patterns you may find include: lines on a leaf (line, space, line, space), lines in a flag, lines and spaces on a sidewalk, fences(board, space, board, space), bricks on a building. When you have finished the walk, gather children to talk about the different patterns that were found.]



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WEEK 19
DAY 3

Making Patterns *continued*

123 Mathematics

RECAP: Today we looked for patterns outside. We saw patterns with our eyes, heard patterns with our ears, and touched patterns with our hands. Patterns can be found many places!

Scaffolding Tips

Extra support ■ Say and point to (if applicable) each part of a pattern you see. Example: A leaf pattern might be: thin line, wide line, thin line, wide line. ■ Some children may benefit from a focus on finding only ABAB patterns you can see.

Enrichment ■ Invite children to find patterns that might be harder to find. Example: "Can you find a pattern on a playground toy?"

123 Center Activity

Supply drawing tools and paper. Invite children to draw some of the patterns they found outside during the pattern hunt.

Family Child Care

You may wish to take children on more than one pattern walk. Pattern walks can be done at parks, near buildings, or in residential neighborhoods. Invite school-age children to focus on more difficult patterns.

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WEEK 19

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel proud.

Key Concepts

New: Proud

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Paper—1 per child

Drawing materials

*Printables provided

BEGIN: Let's pretend I just did something that is hard to do. Watch me carefully to see if you can guess what I am feeling.

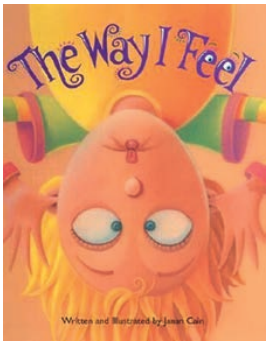
[*Stand up very tall with your shoulders back and a smile on your face.*]



ASK: What emotion do you think I am feeling?

EXPLAIN: I am feeling proud. We usually feel good about our actions or ourselves when we feel **proud**. We may feel proud of something we can do or just learned to do. We can feel proud when we learn how to write our name, zip up our jacket, or play a sport like soccer.

We also can feel proud of someone else. Maybe our little brother or sister just learned how to hold a cup or a spoon. This could make us feel proud of our little brother or sister. We feel good inside when we feel proud.



ASK: Have you ever felt proud of yourself? Tell us about it.

EXPLAIN: Sometimes other people, like our parent or teacher, will feel proud of us too. They might say, "I am so proud of you!"

ASK: How do we feel inside when someone is proud of us? (good)

ACT: Let's read the page in our book, *The Way I Feel,* that tells us about feeling proud.

ASK: How can we tell the girl in the book feels proud? (she's giving a thumbs up, she is smiling)

ACT: Let's take a look at our poster and see if we can find a child who is feeling proud.

[*Invite children to point out on the poster which child looks proud. Discuss facial features and body postures that children associate with being proud.*]



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WEEK 19
DAY 3

Understanding Feelings *continued*

Social-Emotional

We are going to make a class book about being proud. The title of our book will be "I Feel Proud." Each of us will draw a picture of ourselves doing something that makes us feel proud.

[*Give each child one piece of paper and drawing materials. Observe and ask children to talk about their drawings. If possible, write some dictation at the bottom of children's drawings. Compile the pages into a book.*]

RECAP: Today we learned what it means to feel proud. We can be proud of ourselves or of someone else for many reasons. We made a class book about something that makes us proud.

[*If time permits, invite children to share their page of the book with the rest of the class. Ask them to describe the illustration and tell what makes them feel proud. Place the book in the library center for children to enjoy.*]

Scaffolding Tips

Extra support ■ If children are unsure of what to draw on their page, give hints. Example: "Have you ever worked really hard to learn something new, and then you were able to do it?" ■ Point out times when a child may feel proud about something they've done in your classroom. Example: "Analicia, you just put the puzzle together all by yourself. I bet you are very proud of yourself!"

Enrichment ■ Encourage children to add details to their illustrations. ■ Ask children if they've ever been with a friend or family member who felt proud of him/herself. Why was the friend or family member proud?

Center Activity

Provide puppets. Invite children to use the puppets to act out something that made them proud. Example: "You practiced hard to learn how to write your name or a letter in your name. You were proud of yourself."

Family Child Care

Invite children in your setting to discuss with family members something that made them proud. Encourage family members to write down what made them proud so that children can share the proud memories in a group setting. Older children will enjoy feeling proud after participating in something that requires a group effort. Things such as playing together with a parachute, building a group block tower, or playing relay games will help children better understand the value of teamwork and the feeling of being proud after working together.

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WEEK 19

DAY 3

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand the concept of a stage in a life cycle.

Key Concepts

New: Stage

Review: Life cycle
Characteristic

Materials Needed

*7 pictures as shown

*Printables provided

BEGIN: [*Display pictures of kitten and adult cat and puppies and adult dog from Day 2.*]

We know that living things grow and change over time. Remember, we call this a life cycle. These two pictures show part of the life cycle of cats and dogs.





radivari/flickr.com/(CC BY-NC 2.0)

Living things go through different stages in their life cycle. A **stage** in a life cycle has its own characteristics. We know that a characteristic is something special about a living thing or a thing that is not living.

Each stage is different than other stages in a life cycle. The characteristics of a baby are different than the characteristics of an older child.

ACT: [*Display individual and sets of pictures of different stages as you talk about each.*]











Let's look at some pictures of different stages of a person's life cycle. Here is a picture of a baby. Being a baby is a stage in a life cycle.

What can you tell us about the characteristics of a baby?

Here is a picture of a person's stage as a child.

How is the child different from the baby?

Here is a picture of a person's stage as a teenager.

What are your ideas about how the teenager has changed since she was a child?

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Exploring Life Cycles *continued*

Science

Here is a picture of a person's stage as an adult.

What are your ideas about how the adult has changed since she was a teenager?

Here is a picture of a person who is a grandparent.

How has the grandparent changed since she was a younger adult?

EXPLAIN: We are learning that some living things grow and change very fast. Baby persons take much, much longer to become adults than baby cats and baby dogs.

Let's think about another type of living thing. Plants are living things.

Plants grow much quicker than most animals. A plant takes a few days or weeks to grow. Let's think about how long it takes for a kitten and person to become adults.

[*Use a familiar example to illustrate how long it takes for some living things to grow and change. Use a special occasion or center event. Example:*

"*Patrick joined our classroom last week. In the time since Patrick joined our class, a plant could have sprouted. But could a kitten have grown into an adult cat since the time Patrick joined our class? No, it takes longer for a kitten to become an adult cat. Could a baby person have grown into a child your age in that time? No! It takes much, much longer for a baby person to become a child your age.*"]

RECAP: Today we learned that living things go through different stages in their life cycle. A stage in a life cycle has its own characteristics. Each stage is different than other stages. We also talked about how some living things grow and change faster than other living things. All living things grow and change over time, but some grow and change very quickly and others take a long, long time.

Scaffolding Tips

Extra support ■ As children think about how a person changes in each life stage, give hints if necessary. Example: "How is the younger adult's skin different from the grandparent's skin?" ■ If children seem unfamiliar with the term teenager, explain that teenagers are old enough to be in middle school or high school. Some teenagers help families as a sitter. Invite children to name a teenager they know.

Enrichment ■ Explain that the blue whale is the fastest growing animal. During its first year of life it gains about 200 pounds a day!

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WEEK 19

DAY 3

Exploring Life Cycles *continued*

Science

Center Activity

Supply *adult and baby animal matching cards. Encourage children to match the adult with the baby. As children find the match, invite them to describe similarities and differences in the adult and baby.






*Printables provided

Family Child Care

Take children on a trip to the library to look for books about baby animals. Discuss how long it takes for different kinds of animals to grow into an adult. Examples: *Explore My World Baby Animals* by Marfe Ferguson Delano and *Baby on Board: How Animals Carry Their Young* by Marianne Berkes.

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WEEK 19

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Letter knowledge

Children will identify, name, and say the sound of letters X, S, P, E, and H.

Key Concepts

Review: Letter

Materials Needed

*Letter mats (X, S, P, E, H)—1 per child and staff

1 inch letter manipulatives—cardstock, foam, or magnetic (see Be Prepared)

Small cups—1 per child (see Be Prepared)

*Printables provided

Be Prepared: If possible, please use a small group for today's activity so there is sufficient time for use of letter manipulatives. Place a set of letter manipulatives that contains letters X, S, P, E, and H in a small cup for each child. Be sure letters are formed in the same manner in the letter manipulatives and on the mat.

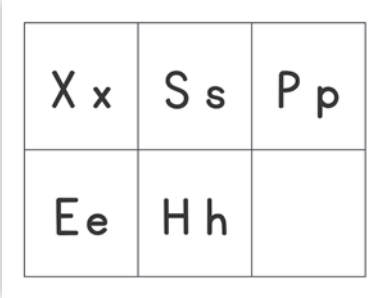
BEGIN: On Day 2 we matched letters on letter cards to letters on our letter mats. Today we are going to match letters again.

What is a letter? (a special mark used to make words)

EXPLAIN: [*Display letter manipulatives.*]

Each of us will use uppercase letters X, S, P, E, and H and a letter mat to do our activity.

[*Pass out a letter mat and cup of letter manipulatives to each child.*]



I will say the name of the first letter on our letter mat and then we will say the letter name together. Next I will say the sound the letter makes, and we will say the sound together. Finally, we will find the letter from our cup that matches the letter on our letter mat and place the letter on top of the letter on our letter mat.

Let's look at the first letter on our letter mat.

ACT: [*Point to the letter X on the letter mat.*]

This is the letter X. Let's together say its name.

The letter X makes the sound /ks/, like at the end of the word "fox." Let's together say the sound of letter X: /ks/.

Now we want to find the letter X in our cup.

[*Help children find the letter X manipulative, if necessary.*]

Now let's place the letter X on our letter mat.

[*Place the letter X manipulative on top of the letter X on the letter mat.*]

Let's try another letter!

[*Point to letter S on the letter mat. Say its name and ask children to together repeat its name. Next say its sound, a word that begins with the same sound, and then ask children to together repeat its sound. Finally, encourage children to find the letter S manipulative and place it on the*

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Understanding Letters *continued*

letter S on the letter mat. Continue until you have said the name and sound and matched each letter on the letter mat in order.]

RECAP: Today we learned more about letters X, S, P, E, and H. We matched letters from our cup to the same letter on our letter mat. We also said each letter name and sound.

Scaffolding Tips

Extra support ■ If some children need assistance in finding the correct letter manipulative, describe the letter they are looking for. Example: "We are looking for letter E. It has a tall straight line down and three lines that go across." ■ If children need additional assistance in finding the correct letter manipulative, remind them of a child's name that begins with the same letter. Example: "Remember, Henry begins with the letter H."

Enrichment ■ If children are familiar with letter names and sounds, invite them to take turns leading other children in saying each letter name and sound. ■ Invite children to say another word that begins with the letter after the letter manipulative is placed on the mat.

Center Activity

Provide trays filled with sand and *letter cards X, S, P, E, and H. Invite children to choose a letter card from the pile and then draw the letter chosen with their finger in the sand.

*Printables provided

Family Child Care

Review letters with *picture cards and letter manipulatives. Provide letter picture cards that correspond to each letter on the letter mat. Example: Letter E picture cards include egg, ear, elbow, and elephants. Mix up letter picture cards and invite a child to choose one. Encourage the child to say the name of the letter picture card. Then say, "A ___ begins with the sound /__/." Invite the child to then find the letter manipulative that makes the same sound. Older children may enjoy making a list of other words that begin with the letters X, S, P, E, and H.

*Printables provided

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WEEK 19

DAY 4

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will make other kinds of patterns.

Key Concepts

Review: Simple pattern

Materials Needed

Beads

Counters

Buttons

Blocks

4 bowls

BEGIN: Today we are going to make our own patterns again. We will use the same items we used on Day 2.

[*Lay out bowls of different small counting items. Each bowl should have the same type of item.*]



EXPLAIN: I am going to use some buttons and blocks to make a simple pattern. My simple pattern will be button, block, button, block. We know that a simple pattern uses two things that repeat themselves. Please watch carefully.

[*Place the buttons and blocks in an ABAB pattern in front of you for children to see. Point to each button and block as you invite children to say the pattern with you.*]

Now I am going to make another kind of pattern with the items. Please watch carefully as I make another kind of pattern.

[*Make an AABAAB pattern. Name each item as you place it in the pattern.*]

Let's together say the pattern.

[*Lead children in saying the pattern as you point to each item.*]

ACT: We are going to work with partners to make patterns. We can use any two types of items we'd like.

[*Actively monitor and help children select two types of items only. Observe and help children as they make ABAB patterns or AABAAB patterns.*]

RECAP: Today we worked in pairs to make patterns. What kinds of patterns did you make with your partner?

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WEEK 19
DAY 4

Making Patterns *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ If children need additional experience in making simple patterns, only use items that are the same type and color. ■ Guide children as they make simple patterns, if necessary. Example: "You have chosen two kinds of items to make your simple pattern. What will go first in your pattern? What will go next?"

Enrichment ■ Make an ABAB pattern with a mistake somewhere in the pattern. Example: bead, button, bead, button, bead, bead, button, bead, button. Ask children to find the mistake in the pattern. Repeat this several times with two objects in a different ABAB pattern. Example: block, circle, block, circle, block, block, circle. For each pattern, ask "What is my mistake?" "Why is it a mistake?" ■ If children have mastered making an ABAB pattern, invite them to try a second pattern with the same type of item, but in two different colors. Invite children to compare the two patterns. ■ Children who have mastered simple patterns and AABAAB patterns may enjoy learning more complicated patterns, such as ABCABC patterns. ■ In the opening segment, point out that the words "button" and "block" start with the same letter sound. Ask children to identify the letter and sound.

123 Center Activity

Provide bowls of items from today's activity. Invite children to continue making patterns.

Family Child Care

School-age children may enjoy making patterns together. Provide pairs of children with different stencils. Invite the pairs to together make patterns. Example: fish, dog, dog, cat, fish, dog, dog, cat. Encourage children to work together with 3–4 different stencils to make more complex patterns.

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WEEK 19

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand their community's geography.

Key Concepts

New: Geography
Pond
Bridge
Hill
Railroad tracks

Review: Community
Characteristic

Materials Needed

Prepared chart paper (see Be Prepared)

Marker

*4 pictures as shown or pictures of your community's geographic characteristics (see Be Prepared)

*Printables provided

Be Prepared: If you were able to take or secure pictures of geographic characteristics in your community (see Week 17, Day 4), use them in addition to or in place of the four provided pictures. At the top of the chart paper, write: Our Community's Geography.

BEGIN: We are learning about communities. Remember, many neighborhoods together make up a community. What is the name of our community?

EXPLAIN: Today we are going to talk about the geography of our community. Geography is a big word. Let's together say geography: ge-og-ra-phy.

The **geography** of a community includes things like hills, ponds, bridges, streets, and railroad tracks. These things are called characteristics of a community's geography. Remember, a characteristic is something special about a living thing or a thing that is not living.

We are going to look at some pictures of things that might be found in the geography of a community. We will decide whether our community has any of the things shown in a picture.

[*Display chart paper.*]

I will write on our chart the characteristics that are a part of our community's geography.

Our Community's Geography

ACT: [*Display pictures of your community's geographic characteristics (see Week 17, Day 4). If you were unable to take pictures of your community's geographic characteristics, display provided pictures, one at a time. Ask questions, such as the following, to promote children's discussion of each:*]



Kaibab National Forest/flickr.com/(CC BY-SA 2.0)



- *Pond*: A **pond** is a small body of water. Sometimes a pond is used for swimming or fishing. Is there a pond in our community? *If yes:* Have you ever seen people swimming or fishing there? Tell us about it.
- *Bridge*: A **bridge** is built by people so we can cross over a road, river, railroad tracks, or something else. Is there a bridge in our community? *If yes:* What does our bridge go over? Have you ever walked or been driven

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Exploring Where We Live *continued*

Social Studies

across the bridge in our community? Tell us about it.

- *Hill*: A **hill** is a high area of land. Is there a hill in our community? *If yes:* Have you ever walked up or down the hill in our community? What was it like?
- *Railroad tracks*: Trains use **railroad tracks** to travel from one place to another place. Are there railroad tracks in our community? *If yes:* Have you ever seen or heard a train go on the railroad tracks? Tell us about it.

RECAP: Today we learned more about our community. We talked about some of the characteristics of the geography of our community. Which characteristic is your favorite? Why?



Kumweni/flickr.com/(CC BY 2.0)



Steve/flickr.com/(CC BY-SA 2.0)

Scaffolding Tips

Extra support ■ As children think of geographic characteristics in their community, give hints as necessary. Example: "What do we cross before we enter the base? It helps us get over the water."

Enrichment ■ As children say the name of their community, ask if any of them know the name of their street. ■ Children may be interested in knowing that a canal is a body of water that may be found in a community. It is sometimes used for boating or fishing, just like a pond.

Center Activity

Provide books about bridges, railroad tracks, lakes, ponds, dams, and other characteristics of a community's geography for children to look at and enjoy. Examples: *Wonders of America* series by Marion Dane Bauer.

Family Child Care

If you have any of the listed characteristics of the geography of your community near your home, visit them with the children in your setting, if possible.

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WEEK 19

DAY 4

Staying Healthy and Safe

Physical/ Health

Be Prepared: Prepare a cover page for a class book with the title *If I Were a Farmer.*

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand that the food we eat is grown on farms.

Key Concepts

New: Farmer's market

Review: Farm

Materials Needed

Food from Farms by Nancy Dickmann

Paper—1 per child

Drawing tools—1 per child

Cover page for class book (see Be Prepared)

*1 picture as shown

Also Promotes

Social Studies

*Printables provided

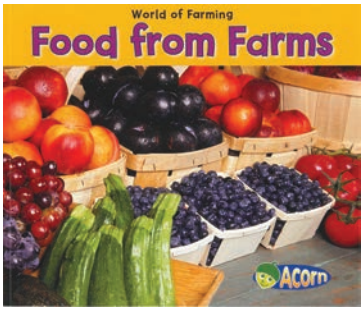
Optional Reading

Before We Eat by Pat Brisson

BEGIN: We are learning ways to keep our body healthy. We know that our bodies need exercise and sleep. We also know that it is important to wash our hands before we eat and after we sneeze or cough.

Another way we can keep healthy is to eat things that are good for us. Today we will talk about where good food comes from.

EXPLAIN: A lot of the food we eat comes from farms. Remember, a farm is a piece of land used for growing plants or raising animals.



[*Display book cover.*]

This book will help us learn about the food that comes from farms. The book is called *Food from Farms*. The author is Nancy Dickmann.

ACT: [*Read the book, pausing to describe illustrations.*]

ASK:

- Have you ever visited a farm? What was it like?
- Have you eaten any of the foods that were described in our book? Which ones?

EXPLAIN: Trucks can carry the food grown on a farm to stores where people can buy it. Farmers can also take food grown on their farm to a place called a **farmer's market** where a group of farmers sell their food to people.



[*Display picture of a farmer's market.*]

ASK:

- Here is a picture of a farmer's market. What types of food do you see the farmers selling in this picture? (oranges, bananas, potatoes, etc.)
- What type of food would you like to grow if you were a farmer?

EXPLAIN: Today we will make a class book called *If I Were a Farmer*. Each of us will have a page in the book. We can draw on our page the type of food we would like to grow if we were a farmer. Some of us might want to grow fruits or vegetables. Some of us might want to raise animals. You can choose the type of food you would like to grow on a farm.

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WEEK 19 DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

ACT: [*Encourage children to draw one or more types of food on their sheet of paper. Take dictation as time permits. Invite children to write as much of their name as they can on their page.*]

RECAP: A lot of the food we eat is grown on farms. Different types of farms grow different kinds of food. We made a class book about what type of food we would like to grow if we were farmers. Where should we put our class book so everyone in our classroom can look at it?

Scaffolding Tips

Extra support ■ If children have difficulty thinking of what they might want to grow as a farmer, ask about a favorite food and if they would like to grow it. ■ If children mention a prepared item that includes several foods, identify one of the foods for children to consider. Example: "T: What is your favorite food? C: Spaghetti and meatballs. T: Tomatoes are used to make the spaghetti sauce. Would you like to grow tomatoes for people to make the sauce for spaghetti?"

Enrichment ■ Invite several volunteer children to help you assemble the class book. ■ Arrange for a trip to a grocery store, or the commissary, where staff can describe for children how and why different types of food are placed together.

Center Activity

Provide books related to farms for children to enjoy. Examples include *The Carrot Seed* by Ruth Krauss, *I Will Never Not Ever Eat a Tomato* by Lauren Child, and *Tops and Bottoms* by Janet Stevens. The book listed under Optional Reading also is a possibility.

Family Child Care

You may wish to show and discuss an online video about where certain foods come from. Be sure to watch the video prior to using with children to ensure content and length are appropriate. If the language is too complex, mute the sound and describe for children what they are seeing or encourage children to describe what they are seeing.

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WEEK 19

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also say the sounds of letters E and H.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter E card

*Letter H card

Chart paper

Marker

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: We are going to again practice finding letters we know by looking for them in a sentence. When we find the letters, we will also say the sounds the letters make.

ACT: [*Write the following sentence on a chart or whiteboard. Read each word as you write the sentence:*

I am excited because I am looking forward to the hockey game.]

We want to find the lowercase letter e in our sentence.

[*Display letter card E. Point to the lowercase e on the card.*

Encourage a volunteer child to look for and point to the lowercase letter e's in the sentence as you display the E letter card.]



What sound does the letter E make?

Yes! Letter E says /e/. Let's together say the sound of the letter E: /e/.

[*Repeat the above procedure with the letter h.*]



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*

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WEEK 19
DAY 5

Understanding Words *continued*

Language/ Literacy

- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 19

DAY 5

Making Patterns

123 Mathematics

3-5 YEARS

Large Group



Skill and Goal

Pattern knowledge

Children will strengthen their understanding of other kinds of patterns.



Key Concepts

Review: Pattern



Materials Needed

Pattern items from Day 4



Optional Reading

Lots and Lots of Zebra Stripes by Stephen R. Swinburne

BEGIN: We made and found patterns this week. We know that a pattern is something that repeats itself.

Let's try a pattern with boys and girls in our room today.

[*Line up one-half of children in a boy, girl, boy, girl pattern. Lead children in saying the pattern as you point to or lightly tap each child. When finished, repeat with the other half of the children.*]

EXPLAIN: We know how to make patterns with motions, words, and sounds.

ACT: Let's say a "Quack" and then "Waddle" pattern. Let's try it together. Quack, waddle, quack, waddle, quack, waddle. . . .

Now let's think of a pattern we can do with motions.

[*Invite children to think of motion patterns. Example: flap, jump, flap, jump. Encourage children to try patterns mentioned.*]

EXPLAIN: We can also make patterns with different kinds of items.

Please watch carefully as I make a simple pattern with two different types of items.

ACT: [*Form an ABAB pattern with items used yesterday. Name each item as you place it in the pattern.*

Invite children to think of other simple patterns that can be made with the items. Encourage children to help you make the patterns mentioned.]

Let's make other kinds of patterns with these items.

[*Begin an AABAAB pattern by placing the first three items in front of you. Say each item name slowly as you point to it. Then invite children to help you continue the pattern. Example: "We have a button, button, block pattern. Let's say the pattern together: button, button, block. What comes next in our pattern?"*

Invite children to think of other AABAAB patterns that can be made with the items. Encourage children to help you make the patterns mentioned.]

RECAP: This week we practiced making simple patterns and other kinds of patterns. We can make patterns with sounds, motions, and items.

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Making Patterns *continued*

Scaffolding Tips

Extra support ■ It may be beneficial to continue ABAB pattern activities with children for whom more complex patterns are too challenging.

Enrichment ■ Invite children to point out patterns they find in the classroom. ■ Make an ABAB pattern with a mistake somewhere in the pattern. Ask children to find the mistake in the pattern. Repeat this several times with two objects in a different ABAB pattern. Ask "What is my mistake?" "Why is it a mistake?" ■ Children who have mastered simple patterns and AABAAB patterns may enjoy learning more complicated patterns, such as ABCABC patterns.

123 Center Activity

Supply musical instruments. Encourage children to create sound patterns with the instruments.

Family Child Care

If you have access to a stethoscope, invite children to listen to the rhythmic pattern of their own heartbeat!

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WEEK 19

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand how different types of bridges are used in a community.

Key Concepts

Review: Geography
Bridge

Materials Needed

Chart used on Day 4

*3 pictures as shown

*Printables provided

Optional Reading

The Golden Gate Bridge by Jeffrey Zuehlke

BEGIN: We are learning about some characteristics of a community's geography. We know that geography includes things like hills, ponds, bridges, streets, and railroad tracks.

EXPLAIN: [*Display chart from Day 4.*]

Let's look at our list of geographic characteristics we talked about yesterday.

[*Review characteristics recorded on the chart. Discuss each characteristic and how it can be used. Example: "We can go fishing or swimming in a pond."*]

Today we are going to talk more about bridges. We know that a bridge is built by people so we can cross over a road, river, railroad tracks, or something else.

Bridges help people get from one place to another place. Let's look at some pictures of different kinds of bridges.

ASK: [*Display three pictures of bridges. Ask questions, such as the following, to promote discussion of each:*]



Alex Loach/flickr.com/(CC BY-NC-ND 2.0)





Artūrs Gedvillo/flickr.com/(CC BY-NC-ND 2.0)

- What does the bridge cross? (road, water)
- *For a bridge that crosses water*: How could people get from one side of the water to the other if there was not a bridge? (maybe swim or use a boat or a canoe)
- *If your community has a bridge discussed in Day 4:* Does the bridge in this picture look like a bridge in our community?

RECAP: Today we learned more about bridges. Bridges help people get from one place to another place by crossing over something.

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WEEK 19

DAY 5

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Describe how each bridge is used (by cars, by walking people).

Enrichment ■ Display the three pictures in a row and encourage children to discuss similarities and differences in their shape and location.

Center Activity

Supply a variety of materials that can be used to build a bridge. Examples: craft sticks, cardboard, small cups, straws, tape. Invite children to try different ideas.

Family Child Care

If possible, visit a bridge in your community. Encourage children to discuss how the bridge is used.

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WEEK 19

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Large Group

Skill and Goal

Good health practices

Children will understand how a farmer gets milk from a cow, and that dairy foods include milk and items made from milk.

Key Concepts

New: Dairy
Udder
Teats

Review: Germs

Materials Needed

Class book made on Week 19, Day 4

From Grass to Milk (Start to Finish: Food) by Stacy Taus-Bolstad

*2 pictures as shown

Food from Farms by Nancy Dickmann (Extra Support tip)

Also Promotes

Language/Literacy

*Printables provided

BEGIN: Yesterday we learned that a lot of the food we eat is grown on a farm. Some farms have animals that give us food.

[*Display class book made on Day 4. Point to book title when described.*]

We made a class book that shows what food each of us would like to grow or what animal we would like to raise if we were a farmer. The title of the book we made is *If I Were a Farmer*.

We know that cows are animals that live on some farms. Let's see if there are any pictures of cows in our class book.

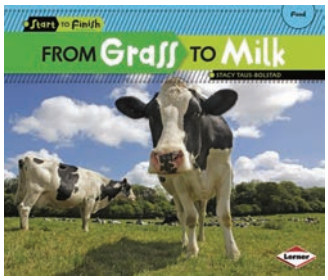
[*Display a few of the pictures in the class book and draw attention to any pictures of a cow(s).*]

ASK:

- What comes from cows? (beef, milk)
- Do we get milk to drink every day in our classroom (at our center)?

EXPLAIN: Milk is an important type of food. Today we will learn how a farmer gets milk from a cow and what happens to the milk. A farmer who works with cows is called a dairy farmer. The word **dairy** means milk or food made from milk.

[*Display cover of book for today's session.*]



This book will tell us about milk. The book is called *From Grass to Milk*. The author is Stacy Taus-Bolstad.

Our book has some words we may not know. One word we will hear and see in the book is udder. An **udder** is a part of the cow where the milk is made. Another word in the book we may not know is teats. **Teats** are the part of a cow that provide milk when they are pulled. Teats hang from an udder. We will see pictures of an udder and teats when we read our book.

ACT: [*Read the book, pausing to describe illustrations and respond to children's questions or comments.*

At the conclusion of the book, use questions, such as the following, to emphasize key points in the book:]

- Grass helps a mother cow to live and grow. What does grass help the mother cow make? (milk)

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Staying Healthy and Safe *continued*

- There is a special machine that removes something small that may be in milk. What are the small things that are removed from milk that can make our bodies sick? (germs)

EXPLAIN: When milk comes out of a cow it is white. We can add chocolate syrup to milk to make chocolate milk.

Milk is also used to make other kinds of foods.

[*Display picture of yogurt.*]



This is a picture of yogurt. Yogurt is made with milk.

ASK:
- Have you ever eaten yogurt?
- Do we have yogurt at our center?

EXPLAIN: [*Display picture of cheese.*]



This is a picture of cheese. Cheese is another food made with milk.

ASK:
- Have you ever eaten cheese?
- Do we have cheese at our center?

RECAP: Today we learned about how cows make milk. Milk is a dairy food that comes from cows. The word dairy means milk or food made from milk. Many people drink milk every day. Is there a special cow that makes chocolate milk? (no! milk that comes from a cow is white; chocolate syrup is added to milk to make chocolate milk)

Scaffolding Tips

Extra support ■ Display the cover and selected pages of the Day 4 book, *Food from Farms,* if children seem unclear about food being grown on farms. ■ You may wish to review information on germs (Physical/Health Weeks 1 and 2).

Enrichment ■ Explain that milk is taken from a farm in a special truck to a factory where other types of food (such as yogurt and cheese) are made. ■ Children may be ready to learn the word pasteurized. Germs that may be in milk are killed when the milk is **pasteurized**. Milk is heated as part of being pasteurized.

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WEEK 19

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Center Activity

Provide clean empty containers of products that are made from milk (sour cream, ice cream, yogurt, cheese, etc.) in the housekeeping center. Encourage children to pretend to visit a store and buy items made from milk.

Family Child Care

Invite children to visit your kitchen. Show children food items stored in your refrigerator that are made from milk. School-age children might enjoy looking in your pantry and looking for foods that include milk in the list of ingredients on food boxes. Younger children might enjoy stirring chocolate syrup into milk to see the transformation of milk into chocolate milk.

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WEEK 20 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter M (Days 2–5)

Mathematics

Making Patterns

- How to count, sort, and make patterns with fish crackers (Day 1)
- How to make different kinds of patterns using play dough (Day 2)
- How to make simple patterns with basic shapes and cubes (Days 3, 5)
- How to make patterns by moving our bodies and passing a ball (Days 4–5)

Self-Regulation

Paying Attention

- Practicing concentrating by looking closely at the color of someone's eyes
  - *Hello Game* (Day 1)
- How to concentrate on our breathing (Day 1)

Social-Emotional

Understanding Feelings

- We may feel scared when we are afraid of something (Day 2)
- Ideas of things we can do when we feel scared (Day 2)
- We might get upset or want to cry or give up trying something when we feel frustrated (Day 3)
- Practicing some things to do when we feel frustrated (Day 3)

Social Studies

Exploring Where We Live

- How railroad tracks are used (Day 4)
- Creating geographic characteristics found in our community (Day 5)

Science

Exploring Life Cycles

- Stages of a chicken's life cycle (Days 1–2)
- Stages of a penguin's life cycle (Day 3)

Physical/ Health

Staying Healthy and Safe

- Five different kinds of foods that are healthy for us to eat (Days 4–5)
- Selecting different kinds of healthy food for a pretend lunch (Day 5)

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WEEK 20

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter H.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter H card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter H card.*]

H h

The word "home" begins with this letter. What is the name of this letter?

Letter H says /h/, just like in the word "home." /h/, /h/, home. Let's together say /h/, /h/, home.

Who would like to tell us another word that begins with the letter H?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 20

DAY 1

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will sort, count, and form patterns.

Key Concepts

Review: Sort
Equal

Materials Needed

Box of multicolored fish crackers (see Be Prepared)

Paper plates—1 per child

Also Promotes

Self-Regulation

Be Prepared: For this activity, each child will need one plate of three different colors of fish crackers (six of each color; total of 18 per child). Colored fish crackers are available in a box with four different colors. Use only three of the colors for the main activity: six red, six orange, and six green crackers per child. The fourth color (yellow) may be used as an Enrichment activity. Prepare plates ahead of time. If fish crackers are not an option, Unifix® cubes and pattern blocks can be used.

BEGIN: Today we will do some activities with colored fish crackers. Each of us will get a plate with 18 fish crackers on it. Please don't eat any of the crackers yet!

[*Distribute plates of fish crackers.*]

ASK: Each of us has three different colors of crackers on our plate. What colors of crackers do you see? (red, orange, green)

EXPLAIN: Let's first sort the fish crackers by color. Remember, when we sort things, we put them in groups.

Let's put all of the red fish in a pile, all of the orange fish in a pile, and all of the green fish in a pile. We will have three different piles of crackers. Let's keep the three piles of crackers on our plate.

ACT: [*Observe children as they sort their crackers by color. Help as needed.*

Omit the following counting practice if time is limited:]

Now let's count together the number of crackers in each of our three piles. Let's point to each cracker as we count. Let's begin with our pile of red crackers.

[*Remind children to point to each fish cracker as they count. If necessary, remind children to count crackers in each pile separately.*]

How many fish crackers are in each group? (six)

Our groups are equal! They each have the same amount.

EXPLAIN: Now we are going to make patterns with our fish crackers.

ASK: What kind of pattern could we make with only red and green fish crackers?

ACT: [*Encourage children to offer ideas. Children may choose an ABAB pattern or an AABAAB pattern. Use your own set of crackers to make a pattern(s) suggested by children. Demonstrate the repeated placement of items if appropriate. If not suggested by children, make an ABAB pattern with the red and green crackers. Leave it in place as a model for children to observe. Emphasize that the orange cracker was not included.*]

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Making Patterns *continued*

Let's all use our fish crackers to make a red, green, red, green pattern.



[*Observe and help children as they make a red, green, red, green pattern. Then lead children in pointing to each fish as they say the pattern together.*

If time permits:]

Now we will include our orange crackers in making a pattern. Please watch carefully as I make a new kind of pattern with red, green, and orange crackers.

[*Use your own set of crackers to make an ABCABC pattern. Point to each cracker as you say the color pattern. Leave it in place as a model for children to observe.*]

This pattern uses three different colors. Let's all make a pattern like this one using red, green, and orange fish crackers.

[*Observe and help children as they make a red, green, orange pattern. Help if necessary. When all children have made the pattern, lead children in pointing to each cracker as they say the pattern together.*]

RECAP: Today we used fish crackers to sort, count, and make patterns. We can do so many things with our crackers. Now let's eat them!

Scaffolding Tips

Extra support ■ If children need additional experience with sorting, ask them to point to each cracker and say its color. ■ As children create their patterns, observe and help if necessary. Example: "You have two colors of crackers in your pattern. You have started a pattern with red, green, and then red. What color comes next? Remember, items in a pattern are repeated." ■ If children seem tempted to eat one or more crackers, indicate that we will all enjoy eating our crackers at the end of our activity. If crackers are eaten now, there will be fewer crackers for making a fun pattern.

Enrichment ■ Provide each child with six yellow crackers from the box of multicolored crackers. Invite children to create a pattern using all four colors provided in the box of crackers (red, green, orange, yellow).

123 Center Activity

Provide various types of stickers. Encourage children to make patterns based on size, color, or kind of sticker.

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Making Patterns *continued*

Family Child Care

Provide children with a variety of snack items and encourage them to make patterns. Examples: cereal, different kinds of crackers, pretzels.

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WEEK 20

DAY 1

Paying Attention

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Concentrate

Children will practice concentrating by looking at the color of a peer's eyes.

Key Concepts

Review: Concentrate

Materials Needed

None

BEGIN: [*Arrange children sitting in a large circle, facing inward.*]

We are learning how to concentrate on what we hear, see, and do. What does it mean to concentrate? (pay close attention to something)

EXPLAIN: We can understand something better when we concentrate on it.

Today we will concentrate on the person sitting next to us. We will play a game called the *Hello Game*.



We play the *Hello Game* by turning toward a person sitting next to us and saying "Hello." Then we look in our neighbor's eyes and tell our neighbor what color his/her eyes look like.

Let me show you.

[*Sit next to an adult helper. Turn to the adult helper and say "Hello (adult helper). Your eyes look (color) to me today." Then the adult helper turns to you to say "hello" and tells you what color your eyes look.*]

(Adult helper) said my eyes look (color). Someone else might tell me my eyes look (different color).

The color of our eyes can look different at different times. That's why we say "your eyes look a certain color" and not "your eyes are a certain color."

ACT: Each of us will take a turn saying "hello" to our friend, and telling our friend what color his/her eyes look like. Let's go around our circle in the order we are sitting.

[*Begin with a volunteer child. Repeat the key words or offer prompts, if necessary. See Extra Support tips. Continue until each child has had a turn.*

If time permits, reverse the direction—turn to friend sitting on the left—so each child has an opportunity to say "Hello" and look into the eyes of a different peer.

If time permits:]

EXPLAIN: Now let's quietly close our eyes and concentrate on our breathing for a few minutes.

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WEEK 20 DAY 1

Paying Attention *continued*

Self-Regulation

ACT: Let's put our hand on our stomach and pay attention to how our breath goes in and out of our body. Our stomach goes out when we breathe in and in when we breathe out. We will take long deep breaths as we think about the air going in and out, in and out. Let's let our body relax as we focus on our breathing. In and out… in and out…

[*Continue taking deep breaths together for a couple of minutes as children relax and concentrate on their breathing. Talk slowly and quietly as you encourage children to think of the air going in and out, in and out.*]

RECAP: Today we played a game that helped us look closely at the color of someone's eyes. Was it hard to look into your neighbor's eyes? Why? What did you learn about your neighbor's eyes?

We also concentrated on our breathing. How did you feel when you concentrated on the air going in and out of your body? (relaxed, sleepy)

Scaffolding Tips

Extra support ■ Some children may have difficulty looking into another's eyes. Gently encourage their efforts while respecting their hesitancy. Some children may wish to take a pass. You may return to them after other children have had a turn. ■ Some children may not want someone to look into their eyes. They may look away, look down, or cover their eyes with their hands. Again, respect their hesitancy. Encourage the child who is attempting to look into the eyes of a reluctant *Hello Game* participant to describe what he/she sees. Example: "Hello, _____. Your eyes look closed." ■ Children may need a friendly reminder that the *Hello Game* is for practicing how to concentrate. We are looking closely at the color of someone's eyes. There are other times for silliness.

Enrichment ■ Offer more information about why the color of our eyes can look different at different times. Explain that the amount of light around us and the color of our clothing can make the color of our eyes look different. ■ If children are easily able to describe the color of their neighbor's eyes, ask them to describe their neighbor's hair as well. Example: "Hello ___, your eyes look blue and your hair looks brown."

Center Activity

In a quiet area of the room, provide several handheld mirrors for children to use. Encourage children to look at themselves in the mirror and describe what they see.

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WEEK 20

DAY 1

Paying Attention *continued*

Self-Regulation

Family Child Care

Invite children to greet family members at pickup time with an observation about the family member's eyes. Example: "Hello Mommy, your eyes look blue to me today."

The *Hello Game* is described in the following resource: Greenland, S. K. (2013). *The mindful child.* New York: Atria Paperback.

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WEEK 20

DAY 1

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a chicken's life cycle.

Key Concepts

New: Chick

Review: Life cycle
Stage

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

A Nest Full of Eggs by Priscilla Belz Jenkins

BEGIN: We are learning how living things grow and change over time. This is called a life cycle. All living things have a life cycle.

EXPLAIN: Today we will learn about a living thing that begins its life cycle in an egg.

[*Display picture of adult chicken.*]



ASK:

- Have you ever seen a chicken?
- What was it like?

[*Display picture of a chicken egg.*]

- What is this?



Patrik Nygren/flickr/(CC BY-SA 2.0)

EXPLAIN: An egg is the first stage in a chicken's life cycle. Chickens lay eggs.

[*Display the picture of an egg and the picture of an adult chicken some distance apart (approximately enough space for adding two more pictures). Point to each of the pictures and the "open" space between the two pictures as you explain the following:*]

The first picture is an egg. A chicken begins its life cycle growing in an egg.

Our other picture shows an adult chicken. The chicken in this picture is "all grown up." This is last stage of the chicken's life cycle. We know that a stage in a life cycle has its own characteristics.

The adult chicken is much bigger than the small egg. The egg is too small for an adult chicken to live in.

ASK: Do you think an adult chicken could pop out of (or fit in) this small egg?

EXPLAIN: There is a space between our picture of an egg and our picture of an adult chicken. Our pictures show the first and last stages of a chicken's life cycle. Something happens in the space between our two pictures. There are other stages between the first and last stages.

[*Display picture of a chick hatching from an egg.*]



Michael Sale/flickr/(CC BY-NC 2.0)

This picture shows what happens when a chicken begins to hatch, or come out of its egg. This is the second stage of a chicken's life cycle.

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WEEK 20
DAY 1

Exploring Life Cycles *continued*

Science

ASK: What do you see in our picture? (feathers, a little wing, cracked egg, etc.)

EXPLAIN: A chicken that hatches from an egg is called a chick.

[*Display picture of chick next to the picture of chick hatching from an egg.*]



Alex Star/flickr/(CC BY-SA 2.0)

A **chick** is a baby chicken. This is the third stage in the life cycle of a chicken.

ASK: What does the chick in our picture look like? (small, fluffy, etc.)

EXPLAIN: We know that the last stage in the life cycle of a chicken is the adult chicken. It takes only a few weeks for a chick to grow into an adult chicken. This is a shorter time than it takes a kitten or puppy to become an adult.

ASK: [*Point to pictures involved in each of the following questions:*]

- How is the adult chicken different from the chick? (bigger, more feathers)
- How is the adult chicken similar to the chick? (both have a beak, two feet, eyes, etc.)

ACT: [*Mix up the pictures of a chicken's life cycle.*]

Let's practice putting our pictures of a chicken's life cycle in order.

What comes first in the life cycle of a chicken? (egg)

[*Invite volunteer children to help put the pictures of a chicken's life cycle in order and describe how the chicken changes in each picture.*]

RECAP: Today we learned about the life cycle of a chicken. A chicken begins its life cycle in an egg and grows into an adult chicken in several weeks. What do we call a baby chicken? (chick)

Scaffolding Tips

Extra support ■ Remind children that a characteristic is something special about a living thing or a thing that is not living. ■ Offer prompts to help children focus on picture details, if necessary. Example: "What can we see inside the egg in the picture of the hatching chick?"

Enrichment ■ Encourage children to describe how the life cycle begins again after a chicken is an adult. (chicken lays an egg)

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WEEK 20

DAY 1

Exploring Life Cycles *continued*

Science

Center Activity

Supply *chicken life cycle sequencing cards. Encourage children to put the pictures in order. As children finish, invite them to draw or paint the life cycle stages (or some of the stages) on paper.

*Printables provided

Family Child Care

At pickup time, encourage children to describe the life cycle of a chicken. Invite children to use the pictures if they'd like.

This activity is informed by the following source: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The Scientific Literacy Project. Retrieved from: http://www.purduescientificliteracyproject.org/

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WEEK 20

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sounds of familiar words. Children also will identify and name the letter M.

Key Concepts

Review: Music
Musician

Materials Needed

*Picture cards (see Be Prepared)
Chart paper
Marker
*Letter M card
Children's name cards
List of children's first names for display to children

*Printables provided

Be Prepared: Organize groups of three picture cards as listed below:

bat-bed-hen	cat-house-cup	dog-hand-hair
hat-hip-pig	egg-hand-elbow	cow-bus-bug
can-cap-sun	dig-apple-dot	ham-bag-bib
hot-hug-book		

BEGIN: We are learning that many words begin with the same sound. What sound do you hear at the beginning of the words "hit" and "hop"? What letter makes the /h/ sound? Yes, the letter H makes the sound /h/.

EXPLAIN: Today we are going to play another game with picture cards. I am going to show you three picture cards. Two of the cards begin with the same sound and one of the cards begins with a different sound. We are going to figure out which two cards begin with the same sound.

Let me show you.

ACT: [*Display picture cards for bat, bed, and hen. Point to each picture as you say its name while enunciating the beginning sound of each word clearly.*]

I have pictures of a bat, bed, and hen. Bat and bed both begin with the /b/ sound. Hen begins with the /h/ sound.

I am going to write the words "bat" and "bed" on this chart. The words "bat" and "bed" begin with the same sound.

Let's say the words "bat" and "bed" together.

[*Encourage children to emphasize the initial sounds as they say "bat" and "bed."*]

Now let's say the word "hen" together.

[*Encourage children to emphasize the initial sound as they say the word "hen."*]

I want to write the letter that makes the /b/ sound above these two words. Which letter should we write above the words bat and bed? Yes! We will write the letter B.

[*Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Continue as time permits.*]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter M card.*]

M m

ASK: Does anyone know the name of this letter?

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Understanding Letters *continued*

ACT: This is the letter M. We can write the letter M in two ways. We can write the letter M like this.

[*Demonstrate writing an uppercase M at the top of a chart paper.*]

This is an uppercase M.

We can also write the letter M like this.

[*Demonstrate writing a lowercase m at the top of a chart paper.*]

This is a lowercase m.

We are learning about music and the people who make music. Remember, music is the sounds that we make when we sing or play a musical instrument. We know that people who make music are called musicians.

The word "music" begins with the letter m. The word "musician" also begins with the letter m. I will write both of these words on our chart. I am going to write the words "music" and "musician"with a lowercase (small letter) m.

[*Say each letter as you write the words. Emphasize m.*]

Let's all say the word "music." Let's all say the word "musician."

[*Invite a volunteer child to point to the letter m in the words "music" and "musician."*]

Let's look at the very first letter of our name. Pop up if you have the letter M at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an M at the beginning of their name. If there are children whose name begins with the letter M who do not stand, point to the letter M on their name card. Compare the letter M in their name as you hold the letter M card next to their name card.*

If no one in the group has a first name beginning with the letter M, say "No one popped up because no one has a name that starts with the letter M." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter M.

If a child indicates there is a letter M in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter m that appears somewhere else in a child's name.]

RECAP: Today we looked at pictures of items and figured out which two of the three pictures began with the same sound. We also wrote the names of the items that began with the same sound on our chart.

We also learned about the letter M. What is a word that begins with the letter m? (music, musician)

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WEEK 20

DAY 2

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Enunciate clearly the beginning sound of each word in each group of three pictures. If children need additional support in determining which two pictures have the same beginning sound, exaggerate the pronunciation of the sounds (example: /s-s-s/ and /b/-/b/-/b/).

Enrichment ■ Ask children to name other animals/items that begin with the same sound as the two same beginning-sound words in a group of picture cards.

Center Activity

Provide *picture cards used in today's activity. Encourage children to determine which cards in each group of three have the same beginning sound.

*Printables provided

Family Child Care

Encourage all children in your setting to play a game that highlights same and different initial sounds. Enunciate the beginning sounds of two words. Ask children if the two words have the same beginning sounds or different beginning sounds. Mix pairs of same initial-sound words and different initial-sound words. School-age children may enjoy thinking of two words to offer to younger children.

The beginning sound activity is described in the following sources: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.; Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 20

DAY 2

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will better understand how to form other types of patterns.

Key Concepts

Review: Pattern

Materials Needed

Play dough—2 different colors per child (see Be Prepared)

2 different small cookie cutters per child

Camera

Optional Reading

Over in the Ocean: In a Coral Reef by Marianne Berkes

Be Prepared: Today's activity focuses on making patterns with different-colored play dough. You may wish to use an alternative item if play dough is not available. Examples: stamps, bingo dotters, paint, cookie cutters.

BEGIN: We are learning many things about patterns. What is a pattern? (something that repeats itself)

ACT: Today we will make a simple pattern using play dough and cookie cutters. We can make a pattern with two different shapes (cookie cutters), or we can make a pattern with two different colors of play dough. Please watch carefully as I show you two different ways.

[*Offer two demonstrations of how to make an ABAB pattern with cookie cutters and play dough. Say each pattern out loud as you make it.*

Use two different shapes of cookie cutters and one color of play dough for the first demonstration. Example: star, circle, star, circle (all the same color).

Use one cookie cutter and two different colors of play dough for the second demonstration. Example: red star, yellow star, red star, yellow star. Leave both patterns as models for children.]

Now it's your turn to decide what type of pattern you want to make with our play dough and cookie cutters.

[*Encourage children to say their patterns aloud as they point to each item in their pattern. Take pictures of their pattern creations to display in the classroom.*]

RECAP: Today we made patterns with play dough. Please tell us about one of the patterns you made! I am going to hang the pictures of our patterns in the classroom.

Scaffolding Tips

Extra support ■ If children are unsure what comes next in their pattern, say the pattern slowly together. ■ Emphasize the two basic choices for children in deciding on a pattern to make: shape (cookie cutter) and color of play dough.

Enrichment ■ Invite children to make patterns using three different colors of play dough.

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Making Patterns *continued*

123 Center Activity

Supply 2–3 trays filled with sand. Invite children to "draw" patterns with their fingers in the sand. Example: dot, line, dot, line.

Family Child Care

Encourage school-age children to mold play dough into different shapes to make more complex patterns. Example: ball, pancake, snake, snake, ball, pancake, snake, snake.

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WEEK 20

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel scared.

Key Concepts

New: Scared

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

When I Feel Scared by Cornelia Maude Spelman

Also Promotes

Language/Literacy

*Printables provided

BEGIN: Today we are going to learn about an emotion that may make our hands shake and make us want to hide or run away.

EXPLAIN: We may feel **scared** when we are afraid of something. Everyone feels scared sometimes. People feel scared for many reasons. Even adults can feel scared. I feel scared when _____.

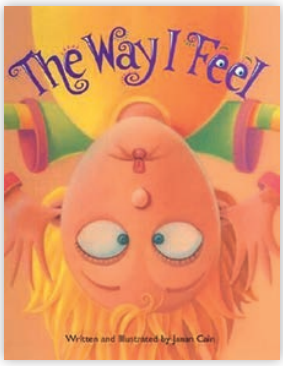


ASK: What makes you feel scared?

EXPLAIN: Some of us may feel scared of the same things. But some of us may feel scared of different things. I might be scared of spiders, but other people may really like spiders.

People may also show they are scared in different ways.

ACT: Let's all show what we look like when we feel scared.



ASK:
- Does everyone look the same?
- How do we look different when we are scared?

ACT: Let's read the page in our book *The Way I Feel* that tells us about feeling scared.

ASK: How can we tell the child in the book feels scared? (eyes are open wide, mouth is open, hiding under the blanket)

EXPLAIN: Now let's take a look at our poster and see if we can find a child who is feeling scared.

[*Invite children to point out on the poster which child looks scared. Discuss facial features and hand locations that children associate with being scared.*]



Today we are going to read a book called *When I Feel Scared*. It was written by Cornelia Maude Spelman and illustrated by Kathy Parkinson. This book will tell us more about being scared and give us some ideas of things we can do when we feel scared.

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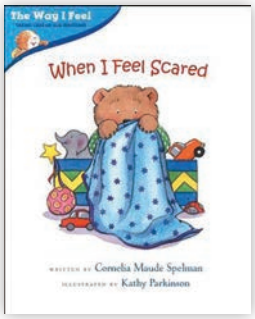
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WEEK 20
DAY 2

Understanding Feelings *continued*

Social-Emotional

ACT: [*As you read the book, discuss pictures and use questions, such as the following, to engage children in discussion:*]



- p. 5: Do you ever feel scared of the same kinds of things that scared the little bear?
- p. 7: What does the little bear do when he feels scared? (cries, runs away, hides, asks someone to hold him) What do you do when you feel scared?
- p. 20: The little bear learned to do some things to help him feel better when he was scared. What things did he do? (talked to someone about it, asked someone to hold him, cuddled with a toy or blanket, found a cozy place)

ASK: There are things we can do to help us feel better when we feel scared. Have you ever done some of the things the little bear did to feel better when you were scared? Tell us what you did.

RECAP: Today we learned about feeling scared. We can feel scared of many things. When we feel scared we can talk to someone about it, ask someone to hold us, cuddle with a toy or blanket, or find a cozy place just like the little bear in the book we read.

Scaffolding Tips

Extra support ■ To help children better understand differences in scared faces, invite them to look in a mirror to see what they look like when they are scared. Then ask them to look at their neighbor's scared face. Invite children to describe how the faces are the same/different.

Enrichment ■ Encourage children to think of other things they can do to feel better when they feel scared.

Center Activity

Provide children with paper and drawing tools. Invite them to draw something that makes them feel scared.

Family Child Care

All children in your setting may enjoy creating something scary. Provide art materials (paper, glue, scissors, markers, etc.) and invite children to use the materials to make something they find scary (monster, bug, snake, etc.). Discuss why each child believes his/her creation is scary.

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WEEK 20

DAY 2

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will recall stages of a chicken's life cycle and put pictured stages of a chicken's life cycle in the correct sequence.

Key Concepts

Review: Stage
Chick

Materials Needed

*7 pictures as shown (3 pictures shown in Enrichment tip)

*Chicken life cycle sequencing cards (see Be Prepared)

*Printables provided

Optional Reading

Mister Seahorse by Eric Carle

Be Prepared: Make enough copies of provided chicken life cycle sequencing cards for each child to have a picture of one stage of the life cycle of a chicken. Make sure pictures of each stage are distributed across children.

BEGIN: [*Display chicken life cycle pictures from Day 1.*]


Patrik Nygren/flickr/(CC BY-SA 2.0)


Michael Sale/flickr/(CC BY-NC 2.0)


Alex Star/flickr/(CC BY-SA 2.0)



What animal's life cycle is shown in these pictures?

EXPLAIN: Today we will try to remember what we learned yesterday about the stages of a chicken's life cycle. Remember, a stage in a life cycle has its own characteristics. Each stage is different from other stages.

Each of us will get a picture of a stage in the life cycle of a chicken. Please hold up your picture when I describe the stage shown in your picture.

ACT: [*Pass out one picture to each child. Remind children to hold up their picture when you describe the stage shown in their picture. Encourage children to hold their card so other children can see it.*]

- This is the first stage in the life cycle of a chicken. (egg)
- During this stage the egg begins to crack. (hatching)
- The third stage is a small fluffy baby chicken. (chick)
- This is the last stage of a chicken's life cycle. (adult)

EXPLAIN: We know that it takes only a few weeks for a chick to grow into an adult chicken. This is a shorter time than it takes kittens and puppies to become adults.

ACT: Let's pretend we are a chick in an egg.

[*Encourage children to roll up in a ball as if they were a chick in an egg. Invite them to pretend they are hatching from the egg. Encourage children to stretch their wings and legs as they "hatch."*]

Let's practice putting our chicken life cycle pictures in order.

[*Mix up pictures. Invite volunteer children who did not participate in the ordering on Day 1 to put the pictures in order. Encourage children to describe each stage as they put the pictures in order.*]

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WEEK 20
DAY 2

Exploring Life Cycles *continued*

Science

RECAP: Today we remembered the stages of the life cycle of a chicken. We pretended we were hatching from an egg! We put pictures of the stages in the correct order.

Scaffolding Tips

Extra support ■ If it appears your verbal description of a stage does not provide sufficient information for all children to determine whether they are holding the described picture, hold up a picture of the stage after you describe it. ■ Describe the stage after children hold up the appropriate picture. ■ Compare pictures and discuss how the chicken changes in each stage. Example: "The chick is very small with short feathers. How does it change as it becomes an adult?"

Enrichment ■ Display pictures of a chicken, dog, and human. Invite children to put them in order, from shortest time to longest time to grow into an adult. (chicken, dog, human)





Robin Dawes/flickr/(CC BY-NC-ND 2.0)



Center Activity

Add stuffed farm animals to the block center. Encourage children to use blocks to build homes for the toy animals. Include plastic eggs and smaller versions of the animals for children to use as babies.

Family Child Care

Encourage children to act out each stage of the life cycle of a chicken. Invite school-age children to hold up each life cycle stage picture as younger children act out the corresponding stage.

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WEEK 20

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter M card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter M card.*]

What is the name of this letter?

[*Point to the uppercase letter M on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter M?

M m

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 20

DAY 3

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will make a simple pattern with basic shapes.

Key Concepts

Review: Simple pattern

Materials Needed

*Shape cutouts: circle, triangle, square, rectangle (see Be Prepared)

Also Promotes

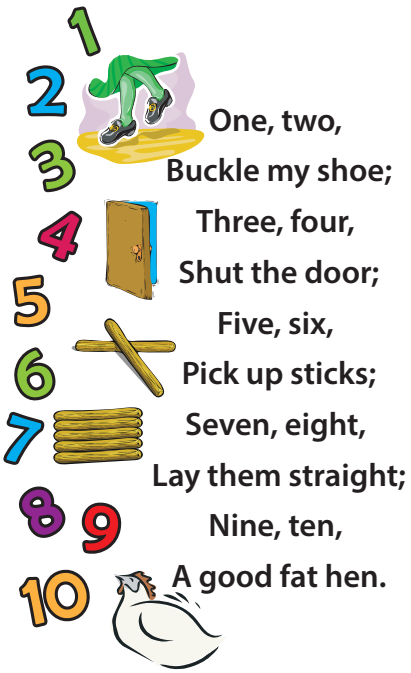
Self-Regulation

*Printables provided

Be Prepared: Today's activity involves pattern making with basic shapes. Each child will need one shape. Use your classroom's enrollment to determine the number of shape cutouts needed for the activity.

BEGIN: Let's say the rhyme "One, Two, Buckle My Shoe" together!

[*Lead children in saying the rhyme.*]



ACT: [*Pass out shape cutouts to children. Each child gets one shape cutout. Encourage children to name the shape you give them. Help if necessary.*]

Today we will think of a simple pattern to make with our shapes. Then we will make the pattern. We know that a simple pattern uses two things that repeat themselves.

First let's make a simple pattern with circles and squares. What type of simple pattern can we make with circles and squares? (circle, square, circle, square)

- [*After children describe a pattern with circles and squares, ask them to say which shape they'd like to begin with, and which shape would come next in the pattern.*
- *After the first two shapes have been put down, ask "Who has a _____ to add to our pattern?"*
- *Invite a child with a _____ to come to place his/her shape in the pattern.*
- *Continue until all children with circles and squares have placed their shape in the pattern.*
- *Leave the completed pattern on the floor or table.*]



Now let's think of a pattern we can make with triangles and rectangles. What type of pattern can we make with triangles and rectangles? (triangle, rectangle, triangle, rectangle)

- [*Repeat the steps described above, leaving the completed pattern on the floor or table.*]

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WEEK 20
DAY 3

Making Patterns *continued*

123 Mathematics

RECAP: Today we made patterns with shapes. We worked together to make our patterns. Let's together say each of our two shape patterns!

[*Lead children in saying each shape pattern as you point to each shape.*]

Scaffolding Tips

Extra support ■ As children add a shape to the pattern, say the pattern out loud (from the beginning) to emphasize the shape's position in the pattern.

Enrichment ■ Invite children to think of other types of patterns that can be made with shapes. Examples: AABAAB, ABCABC.

123 Center Activity

Fill a basket with shapes (pattern blocks). Encourage children to arrange the shapes in simple patterns.

Family Child Care

Invite school-age children to make more complex patterns using all four shapes. Example: circle, square, square, triangle, rectangle, circle, square, square, triangle, rectangle.

Source of One, two, buckle my shoe nursery rhyme: Bolton, H. C. (1888). *The counting-out rhymes of children their antiquity, origin and wide distribution; a study in folk-lore.* London: E. Stock.

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WEEK 20

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel frustrated.

Key Concepts

New: Frustrated

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Puppet

6–8 blocks

Pencil

Paper

Also Promotes

Language/Literacy

*Printables provided

BEGIN: Today we are going to talk about how we feel when we can't do something that we've tried really hard to do. We might get upset or want to cry or give up trying something when we feel **frustrated**.

ASK: Have you ever felt frustrated? What happened?

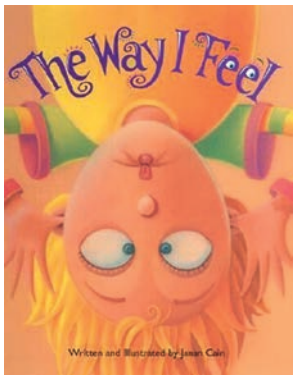
EXPLAIN: We can feel frustrated when we try to make a basket with a basketball and can't seem to do it. We can feel frustrated when we try to draw a picture of something but it doesn't look the way we want it to look.



Being frustrated can make us feel bad inside.

ACT: Let's read the page in our book *The Way I Feel* that tells us about feeling frustrated.

ASK: The girl in the book feels frustrated because she can't tie her shoe. How does her face tell us she is frustrated? (eyes are squinted, lips are tight, eyebrows are slanted down)



EXPLAIN: Now let's take a look at our poster and see if we can find a child who is feeling frustrated.

[*Invite children to point out on the poster which child looks frustrated. Discuss facial expressions that children associate with being frustrated.*]

Sometimes when we feel frustrated about something, it helps to stop what we are doing and take a break. We may become angry if we feel more frustrated. Feeling angry about something we have trouble doing is not going to help us do what we want to do. Taking a break can help us calm down and keep trying.



ACT: [*Display a puppet and 6–8 blocks.*]

We are going to use our puppet to practice some things to do when we feel frustrated.

[*Use the puppet to show frustration about being unable to build a tall tower*

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Understanding Feelings *continued*

of blocks. Try building the tower 3–4 times with it falling each time. Use a different voice for the "puppet talk."]

Puppet: I am so frustrated! Each time I try to build a block tower, it falls over. I don't know what to do. I just want to cry!

EXPLAIN: Maybe the puppet needs to take a break from building a tower. Sometimes we can feel more frustrated about something if we don't take a break from what is frustrating us. During a break, we can concentrate on our breathing and bodies to help us calm down.

Puppet: I am going to take a break and do something else for a little bit. Then when I feel better, I will try again. I think I will concentrate on my breathing to help me calm down. Then I will look at a book. These things will help me calm down and not feel so frustrated.

ASK: What did the puppet do when it was frustrated? (took a break, concentrated on its breathing, looked at a book)

EXPLAIN: Let's practice one more time. This time the puppet will try to do something else when it gets frustrated.

ACT: [*Use the puppet to show frustration about not being able to write a letter in its name. Make the puppet try writing the letter 3–4 times as it continues to get frustrated.*]

Puppet: I am so frustrated! I can't write a letter in my name. I've tried and tried. I just don't know what to do!

EXPLAIN: This time, let's have the puppet do something that might be a little easier to do. This might help it to not feel so frustrated.

Puppet: Maybe I should practice writing just one part of the letter in my name. If I practice writing one part of the letter and get good at it, then I can try writing the rest of the letter. This won't be as hard, and it will help me to not feel so frustrated.

ASK: What did the puppet do when it was frustrated this time? (tried something that was easier for the puppet to do)

RECAP: Today we learned what it means to feel frustrated. Feeling frustrated makes us feel bad inside. What two things did we learn that can help us when we are frustrated? (take a break, try something easier)

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WEEK 20
DAY 3

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ As children think of things that have made them frustrated, give hints if necessary. Example: "Is there something you've really tried to do, but it was too hard?"

Enrichment ■ Ask children to think of other things that might help them calm down when they feel frustrated.

Center Activity

Provide puppets. Invite children to pretend to do something that makes them feel frustrated and then something that helps them feel less frustrated. Encouraging children to work in pairs could help children learn from a peer. Children may also wish to practice concentrating on their breathing and bodies.

Family Child Care

Encourage school-age children to describe what they do (or a friend does) at school to calm down when they feel frustrated.

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WEEK 20

DAY 3

Exploring Life Cycles

Science

3-5 YEARS

Small Group

Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a penguin's life cycle.

Key Concepts

New: Penguin

Review: Chick

Materials Needed

*4 pictures as shown

*Printables provided

Optional Reading

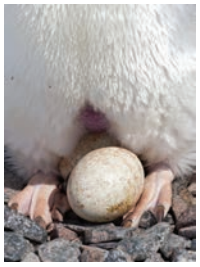
The Emperor Lays an Egg by Brenda Z. Guiberson

BEGIN: We are learning about animal life cycles. We learned that a chicken begins its life in an egg and takes several weeks to become an adult.

EXPLAIN: Today we will learn about the life cycle of another animal that begins its life in an egg. It is a bird just like a chicken. The animal we will talk about today is a penguin.

A **penguin** is a black and white bird that cannot fly. A penguin's life cycle is very similar to a chicken's life cycle. Let's look at some pictures of the life cycle of a penguin.

ACT: [*Display four penguin life cycle pictures and describe each stage as part of children's responses to the following questions. Point to the picture of the stage as you describe it.*]







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Hannes Grobe/AWI/Wikimedia/(CC BY 3.0)

- Penguins begin their life cycle just like a chicken. What would be the first stage in a penguin's life cycle? (egg)
- What would a penguin chick do when it is ready to hatch? (crack open the egg) Let's pretend we are hatching from an egg. This is just like a chicken!
- A penguin is called a chick in the next stage of its life cycle. What other animal is called a chick in one of its stages? (chicken)
- What do you think is the last stage in a penguin's life cycle? (adult) It takes over a year for a penguin chick to become an adult penguin. It takes a lot longer for a penguin chick to become an adult than it takes for a chicken to become an adult. A year is a long time.

RECAP: Today we learned that penguins begin their life cycle in an egg, just like a chicken. The chick hatches from the egg and grows to become an adult.

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WEEK 20
DAY 3

Exploring Life Cycles *continued*

Science

Scaffolding Tips

Extra support ■ If children seem to have difficulty focusing on (looking at) the picture of the stage you are describing, temporarily remove the other pictures during your discussion of the stage. ■ After the four stages have been described, mix up the four pictures and invite different volunteer children (one per stage) to put the pictured stages in correct sequence.

Enrichment ■ As you display each picture of a penguin at a different stage in its life cycle, invite children to compare the penguin's stage to a picture of the chicken's corresponding stage. How are they the same and different?

Center Activity

Supply the *chicken and *penguin life cycle sequencing cards. Encourage children to put the pictures in order. As children finish, invite them to compare the life cycle stages of the chicken and penguin.

*Printables provided

Family Child Care

Invite children to explore what it's like to care for a penguin chick using only a beak. Give each child a pair of tweezers and a stuffed animal, and invite them to pretend to care for a chick using only the tweezers as a pretend beak. Remind children that the chick is the third stage in the life cycle of a penguin.

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WEEK 20

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: Today's activity again uses the groups of three picture cards organized for Day 2. Also, organize additional groups of three picture cards listed below:

pig-pan-hill	duck-elephants-doll	bell-cut-calf
desk-dish-hand	box-cast-bull	cub-hop-happy
bear-sock-sad	cake-horse-camel	pool-alligator-pear

BEGIN: We are learning more about letter sounds at the beginning of words. Remember, we call the first sound we hear the beginning sound of a word. Today we are going to play the same letter sound game we played on Day 2.

EXPLAIN: Remember, I will show you three picture cards. Two of the cards, begin with the same sound, and one of the cards will begin with a different sound. We will figure out which two cards begin with the same sound.

ACT: [*Display picture cards for pig, pan, and hill. Point to each picture as you say its name. Enunciate the beginning sound of each word clearly.*]

I have pictures of a pig, pan, and hill. Pig and pan both begin with the /p/ sound. Hill begins with the /h/ sound.

I am going to write the words "pig" and "pan" on this chart. The words "pig" and "pan" begin with the same sound.

Let's say the words "pig" and "pan" together.

[*Encourage children to emphasize the initial sounds as they say pig and pan.*]

Now let's say the word "hill" together.

[*Encourage children to emphasize the initial sound as they say the word "hill."*]

I want to write the letter that makes the /p/ sound above these two words. Which letter should we write above the words pig and pan? Yes! We will write the letter P. Now let's find something in our classroom that begins with the /p/ sound. (play dough, people, picture, etc.)

[*Write the name of the item found in the classroom under the words "pig" and "pan" on the chart.*

Continue playing the game with groups of three cards (see Be Prepared), using the same procedure. Give priority to cards used on Day 2 if it appears children would benefit from a review of initial sounds rather than practice with different words. Continue as time permits.]

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sounds of familiar words. Children also will understand the name and sound of the letter M.

Key Concepts

Review: Beginning sound

Materials Needed

*Picture cards (see Be Prepared)
Chart paper
*Letter M card
*4 letter M picture cards
Chart from Day 2
Children's letter journals
Writing tools—1 per child
List of children's first names for display to children

*Printables provided

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Understanding Letters *continued*

EXPLAIN: Let's learn more about the letter M.

M m

[*Display letter M card.*

If a child(ren) whose name begins with the letter M was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter M when you say the name.]

Maybe someone in our group has the letter m somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase m, and it will look like this.

[*Point to the lowercase m on the letter card.*]

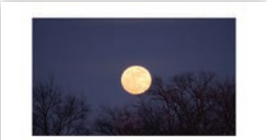
Pop up if you have the letter m somewhere else in your name (not at beginning).

[*If a child has the letter m somewhere else in his/her name, point to the name and to the letter m on the list of children's first names so all children can see the name and the letter m.*]

ASK: What are our words that begin with the letter M? (music, musician)

ACT: The letter M says /m/, just like at the beginning of the words "music" and "musician." /m/, /m/, music, musician. Let's say that together: /m/, /m/, music, musician.

I have two pictures of things that begin with the letter M. I wonder what they could be?


moon


mouse


magnet


mop

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says mouse. The letter m is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter M and write them on our chart. Remember, the letter M says /m/, /m/.

[*Help children by suggesting other words that begin with m. Examples: macaroni, mom, move, match.*

Invite one or more volunteer children to find the letter m in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

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Understanding Letters *continued*

Language/ Literacy

Demonstrate and describe how to mark the uppercase letter M on your chart paper.]

We use four lines to make an uppercase M. We begin by making a straight line up, then a line down, then another line up, and then another line down.

[*Give each child his/her letter journal.*]

Now we are going to write the letter M in our letter journal. Please write the uppercase (big) letter M in your journal. Write as much of the letter as you can.

RECAP: Today we looked again at pictures of items and figured out which two of the three pictures began with the same sound. We wrote the names of the items that began with the same sound on our chart.

We also learned that the letter M says /m/, just like at the beginning of the words "music" and "musician." We made the uppercase (big) letter M in our letter journal. Let's say together the sound the letter M makes (/m/).

Scaffolding Tips

Extra support ■ Enunciate clearly the beginning sound of each word in each group of three pictures. If children need additional support in determining which two pictures have the same beginning sound, exaggerate the pronunciation of the sounds (e.g., /s-s-s/ and /d/-/d/-/d/). ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to name other animals/items that begin with the same sound as the two same sound words in a group of picture cards. ■ Some children may be interested in your demonstrating and describing how to make a lowercase m. Example: "A lowercase m is made with a straight line down and then a hump and a hump."

Center Activity

Provide *picture cards used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided

Family Child Care

School-age children may enjoy making a book of items with the same beginning sound. Encourage children to draw pictures of items that begin with each letter. Place the book(s) in your library center for all children to enjoy.

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 20

DAY 4

Making Patterns

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Pattern knowledge

Children will deepen their understanding of patterns that can be made by movements.

Key Concepts

Review: Movement

Materials Needed

Small ball

Also Promotes

Physical/Health

BEGIN: Today we will make movement patterns. We use our bodies to make a movement pattern. Remember, moving our body or part of our body from one place to another place is called a movement. Taking a step with our foot is a movement. Raising our arm from the side of our body to above our heads is a movement.

ACT: Let's first try a simple movement pattern together: clap, stomp, clap, stomp.

[*Demonstrate the pattern. Then lead children in a clap, stomp, clap, stomp pattern. Say the corresponding word each time you make a movement. Encourage children to do the action and say its corresponding word in unison so they can easily hear the pattern.*]

Let's think of another movement pattern.

[*Encourage children to think of a movement pattern for the group to try. Examples: clapping and jumping, stomping and jumping. Unison action helps children see a pattern. Use ABAB patterns only.*]

Now let's form a circle. We are going to do a movement pattern with a ball.

[*Arrange children in a circle with all children facing inward.*]

Our pattern is going to be a high, low, high, low pattern. We will stand side by side and pass the ball to each other. The first person will pass the ball high, and the second person will pass the ball low. Let's say high, low, high, low while we do the pattern. This will help us remember what comes next.

[*Demonstrate how to hand the ball to the person next to you by putting it high above your head. Then demonstrate how to pass the ball by putting it low by your feet.*]

Let's try it.

[*Say high, low, high, low in unison as children do the pattern.*

If time permits:]

Let's think of some other movement patterns we can do with the ball. We can do the patterns standing up or sitting down.

[*Encourage children to think of additional movement patterns to do with the ball. Encourage simple ABAB movement patterns. Try each idea.*]

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WEEK 20
DAY 4

Making Patterns *continued*

123 Mathematics

RECAP: Today we did movement patterns by moving our bodies and by passing a ball. We are learning to do so many kinds of patterns!

Scaffolding Tips

Extra support ■ Demonstrate each movement slowly as children learn the pattern. ■ To help children remember the next step in a pattern, encourage them to say the pattern slowly as the pattern is made.

Enrichment ■ Encourage children to do the opposite pattern with the ball. Example: After they've done a high, low pattern, ask them to try a low, high pattern.

123 Center Activity

Supply musical instruments. Invite children to form patterns using the instruments. Example: beat a drum, shake a shaker, beat a drum, shake a shaker.

Family Child Care

Continue movement patterns outdoors. Invite children to use a doll or another toy. Invite school-age children to teach younger children simple patterns they can do while using the toys.

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WEEK 20

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Be Prepared: Place a long piece of string or tape on the floor of your classroom to be used as pretend "railroad tracks."

Looking Ahead: In Week 22 children will begin learning about community helpers. Make arrangements to visit people who work and help others in your center (teacher, nurse, receptionist, food service staff, custodian, etc.) for Week 22, Day 4. The visits may take several sessions to complete. You may also wish to arrange visits from community helpers that work in your community for Week 22, Day 5.

Skill and Goal

Knowledge of social and physical environments

Children will understand how railroad tracks are used.

Key Concepts

New: Train

Review: Geography
Railroad tracks

Materials Needed

*3 pictures as shown

String or tape (see Be Prepared)

*Printables provided

BEGIN: We are learning about some characteristics of a community's geography. We know that geography includes things like hills, ponds, bridges, streets, and railroad tracks.

Today we are going to learn more about railroad tracks.

[*Display picture of train.*]



ATOMIC Hot Links /flickr.com/(CC BY-NC-ND 2.0)

ASK: What do we see in this picture?

EXPLAIN: A **train** carries things like food, cars, and wood. Some trains carry people from place to place. A train moves along railroad tracks.

ASK: Have you ever seen or ridden on a train? What was it like?

EXPLAIN: Remember, trains use railroad tracks to travel from one place to another place. Let's look at some pictures of railroad tracks.

[*Display two pictures of railroad tracks. Emphasize the following:*

- *Locations of the railroad tracks (one is on land, the other is on a bridge)*
- *What the tracks are made of (steel with wooden railroad ties)*]

Trains could not get from one place to another place without railroad tracks.


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WEEK 20
DAY 4

Exploring Where We Live *continued*

Social Studies

ACT: Let's pretend we are a train moving on railroad tracks! Each of us can be a part of the train. Parts of a train travel in a straight line, one behind the other. We can pretend the string/tape on our floor is our railroad tracks. We need to stay on our railroad tracks when we pretend to be a train!

[*Lead children as they pretend to be a train following the "railroad tracks." Encourage children to make the sound of a train as they move around the classroom. Example: "We are getting ready to stop our train on our railroad tracks. Let's say 'choo, choo'!"*]

RECAP: Today we learned more about railroad tracks. Why do people build railroad tracks? (to help trains get from one place to another place) We also pretended to be a train following our railroad tracks!

Scaffolding Tips

Extra support ■ As children pretend to be a train, remind them that a train cannot move if it does not stay on the railroad tracks.

Enrichment ■ Point to a railroad tie in the picture of a track located on land. Ask children to say its shape. (rectangle) Use your finger to show its outline. ■ Explain that railroad tracks are built to help trains go from one community to another community.

Center Activity

Supply cars and trains in the block center. Encourage children to build bridges and railroad tracks.

Family Child Care

If possible, take children to visit a place where you would find railroad tracks. Discuss safety around railroad tracks and how they are useful, but dangerous for people to walk on.

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WEEK 20

DAY 4

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Good health practices

Children will understand types of food that are healthy for us to eat.

Key Concepts

New: Fruit
Vegetable
Grain
Protein

Review: Dairy

Materials Needed

*5 pictures as shown

*Printables provided

Optional Reading

Eating the Alphabet by Lois Ehlert

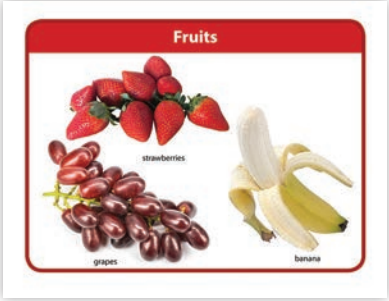
BEGIN: Let's think about the food we eat. What is your favorite food?

Now let's think about what it would be like if our favorite food was the only food we ate. Would you like to eat only your favorite food for breakfast, lunch, dinner, and snacks every day?

EXPLAIN: I want to tell you a story about Frances. Her favorite thing to eat was bread and jam. She ate bread and jam with a glass of milk for breakfast, lunch, dinner, and for a snack for many days. After a while, Frances got tired of eating only bread and jam. She worried that she might get sick if she did not eat other things that are good for us to eat.

Our bodies need different types of food. We are healthier when we eat different things. Today we will talk about types of food that are good for us.

[*Display picture of fruits.*]



ASK: Which of the foods shown in our picture do you know?

[*Point to items identified by children and repeat the food item's name. Then point to and name fruits in the picture that are not identified by children.*]

EXPLAIN: Our picture shows some fruit. A **fruit** grows on a bush or a tree. Fruits are good for us to eat.

ASK: Fruit is served a lot at our center. What kinds of fruit do we eat at our center?

[*Display picture of vegetables.*]



EXPLAIN: This picture shows some more things that are good to eat. Our picture shows some vegetables. Let's say together the big word vegetables: vegetables.

ASK:

- Sometimes vegetables are called veggies. Do you know the word "veggies"?
- Which of the vegetables in our picture do you know?

[*Point to items identified by children, and repeat the food item's name. Then point to and name vegetables in the picture that are not identified by children.*]

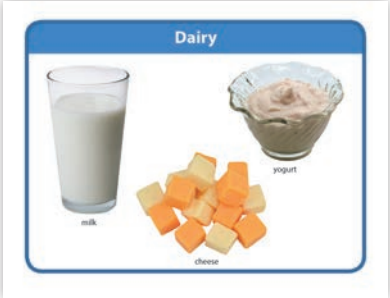
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Staying Healthy and Safe *continued*

EXPLAIN: A **vegetable** is the part of a plant that we can eat. Potatoes, carrots, and some other types of vegetables grow in the ground. Farmers dig up the vegetables and wash them carefully so they are clean to eat. Broccoli, lettuce, and some other types of vegetables grow on plants above the ground.

[*Display picture of dairy foods.*]



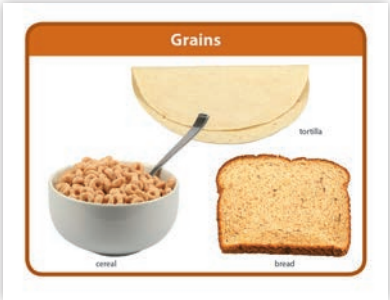
Many of us drink milk or eat cheese or yogurt every day. These are called dairy foods.

Last week we talked about a dairy farm.

We know that most dairy foods are made of milk that comes from cows.

ASK: What dairy foods are shown in our picture? (cheese, milk, yogurt)

[*Display picture of foods made of grain.*]

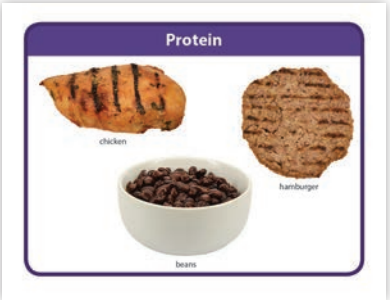


EXPLAIN: Another type of food that is good for us to eat is made with grains. **Grain** comes from the seeds of plants. Many healthy foods can be made from grains. Our picture shows some foods made with grains.

ASK: Which of the foods shown in our picture do you know?

[*Point to and repeat the name of foods identified by children. Then point to and say the name of pictured foods not identified by children.*

Display picture of foods high in protein.]



EXPLAIN: The foods in this picture have something called protein. **Protein** is a nutrient that helps our muscles, bones, and other parts of our body grow and stay strong.

ASK: Which of the foods shown in our picture do you know?

[*Point to and repeat the names of foods identified by children. Then point to and say the name of pictured foods not identified by children.*]

RECAP: We talked about five different kinds of foods today. We talked about fruits, vegetables, dairy foods, food made from grain, and food that has a lot of a good thing called protein. Can our bodies stay strong and healthy if we eat only one type of food all of the time? (no! healthy bodies need different kinds of food)

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Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ In the discussion of grains, remind children that grains come from plants grown on farms. Grain is also eaten by some animals. Several weeks ago we looked at a picture of a farm building called a silo. A silo is a place where grain is stored. (Social Studies Week 18, Day 4) ■ Label food and food type offered to children at snack or meal time.

Enrichment ■ Explain that some things we eat are made from two or more different kinds of food. A banana milkshake or smoothie is made with a fruit and a dairy food (milk and/or yogurt). Small containers of yogurt bought at a store often contain one or several fruits, such as blueberries and strawberries. ■ Dairy foods are usually made from milk from cows, but dairy foods can be made from milk that comes from other animals. Some cheeses are made from goat milk. ■ Read *Bread and Jam for Frances* by Russell Hoban with children who show interest.

Center Activity

Encourage children to use the housekeeping center to prepare and serve pretend foods from each of the five types of foods discussed in today's activity. Children can decide amongst themselves what food they would like to prepare. Provide the five pictures from the activity as a reference for children's play.

Family Child Care

Show children your center's menu for the week. Read the food items on the menu and talk about what type of food they represent. Invite school-age children to keep a list (with words or drawings) of how many different foods they eat during the day (or during the part of the day they are at school).

The story about Frances is based on the children's book *Bread and Jam for Frances* by Russell Hoban.

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WEEK 20

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter M.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter M card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter M card.*]

What is the name of this letter? What sound does the letter M make?

Letter M says /m/, just like in the word "music." /m/, /m/, music. Let's together say /m/, /m/, music.

M m

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 20

DAY 5

Making Patterns

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Pattern knowledge

Children will strengthen their understanding of how to form simple patterns.

Key Concepts

Review: Pattern

Materials Needed

- 4 blue Unifix® cubes
- 4 orange Unifix® cubes
- Chart or paper
- Marker
- Small ball

BEGIN: This week we made patterns. We know that a pattern is something that repeats itself. What is one thing we did this week with patterns?

[*Encourage children's recall and brief discussion of experiences with forming patterns.*]

EXPLAIN: Let's practice making a pattern with some colored cubes in two different colors.

ASK: What pattern can we make with the different-colored cubes?



[*Encourage several volunteer children, one at a time, to try different patterns with the cubes. Provide two colors only to facilitate ABAB patterns.*]

EXPLAIN: We also know how to make patterns with shapes.

Let's try a shape pattern.

[*On a chart or paper, draw a simple ABAB shape pattern. Ask children what comes next. Try several different ABAB shape patterns.*]

We also know how to make movement patterns. Let's try some of our movement patterns with a ball!

[*Arrange children in a circle and try several different movement patterns with the ball. Examples: up, down, up, down or over, under, over, under. If time permits, invite children to think of a simple pattern the group has not tried.*]

RECAP: This week we made lots of patterns. We also practiced saying what comes next in a pattern. Patterns are fun!

Scaffolding Tips

Extra support ■ If children need additional experience with movement patterns, say and act out the patterns very slowly as children follow.

Enrichment ■ Invite children to think of a movement pattern and invite other children to follow. Remind children that two or more different movements are needed. ■ Make a mistake when drawing a pattern on the chart. Ask children to tell you where the mistake was made.

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Making Patterns *continued*

123 Center Activity

Provide shapes (pattern blocks) and different-colored Unifix® cubes. Invite children to create patterns. Example: triangle, cube, triangle, cube.

Family Child Care

Invite children to share patterns they know with their families at pickup time. Encourage children to do movement patterns and show family members their pictures of play dough patterns made earlier in the week.

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WEEK 20

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large/Small Group

Skill and Goal

Knowledge of physical environments

Children will broaden their understanding of characteristics of their community's geography by creating a representation of a characteristic.

Key Concepts

Review: Geography

Materials Needed

Chart and *pictures from Week 19 (see Be Prepared)

Art materials (see activity plan)

Also Promotes

Creative Expression

*Printables provided

Be Prepared: Children will create a representation of a geographic characteristic of a community in today's activity. Before the activity, construct several representations of geographic characteristics, such as those shown in the activity plan. Your creations are to serve as examples, not as models for children to copy. If you were able to take or secure pictures of geographic characteristics in your community (see Week 17, Day 4), use them in addition to, or in place of, the four provided pictures from Week 19.

BEGIN: Last week we learned about characteristics that can be found in the geography of a community. Remember, the geography of a community includes things like hills, ponds, bridges, streets, and railroad tracks.

Let's look at our chart from last week to help us remember some geographic characteristics of our community. Our chart will help us remember what we talked about.

[*Review chart from Week 19 as you discuss each characteristic found in your community. Display the corresponding pictures from Week 19.*]

ACT: Today we are going to make some things we can find in our community's geography.

You can choose to make any characteristic you'd like.

[*Provide art materials such as paper, markers, glue, tape, child-size scissors, crayons, craft sticks, craft tubes, straws, cardboard, felt, play dough, and any other supplies that children might be able to use.*

Provide pictures from Week 19 as reminders of characteristics.

Help children decorate their characteristics as appropriate. Children will also have an opportunity to work on their geographic characteristics during center time.]

RECAP: Today we made characteristics found in our community. Some of us were able to finish, and some of us are still working. We will share our characteristics next week.







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WEEK 20

DAY 5

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Help children with cutting and gluing as necessary. Ask questions to help children focus on the task. Example: "What are you making?"

Enrichment ■ Encourage children to add details, such as fish in a pond.

Center Activity

Provide materials for children to continue working on their geographic characteristics.

Family Child Care

Encourage older children in your setting to make a community book. Ask children to name their favorite geographic characteristic and then draw a picture of it. Encourage children to write on the bottom of their page what they like most about their favorite characteristic. Combine the pages into a book. Encourage children to share the book with family members at pickup time.

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WEEK 20

DAY 5

Staying Healthy and Safe

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Good health practices

Children will strengthen their understanding of types of food that are healthy for us to eat.

Key Concepts

Review: Fruit
Vegetable
Dairy
Grain
Protein

Materials Needed

Full-size plate (see Be Prepared)

*26 picture cards of different food items

*Printables provided

Be Prepared: A full-size plate used by children for meals at your center is preferable for this activity. The picture card showing jam is used at the beginning of the activity only, as described below. Among the 25 food picture cards, there are five color-coded food items for each of the five types of food introduced in yesterday's activity. In advance of today's activity, organize the 25 cards into five groups of food for your ease in introducing the 25 picture cards in an early segment of the activity (see activity plan). Begin the activity with only two picture cards placed on the plate: bread and jam.

BEGIN: [*Invite children to sit in a circle around the plate with pictures of bread and jam placed on the plate.*]



Yesterday we learned about five different types of food that are good for us to eat. We heard a story about Frances. Pictures of her favorite things to eat are on our plate.

ASK:

- What are the two favorite things Frances liked to eat? (bread and jam)
- Remember, Frances ate bread and jam with a glass of milk for breakfast, lunch, dinner, and for a snack for many days. What happened after a while? (Frances got tired of eating only bread and jam)

EXPLAIN: Frances worried that she might get sick if she did not eat other things that are good for us to eat. Frances wanted to eat more than bread and jam.

ACT: Let's look at pictures of some of the things that help our bodies stay healthy and strong. We talked about some of the pictures yesterday.

[*Display and say the name of each of the five items shown on picture cards, one at a time, for each of the five types of foods. Include a brief description (from Day 4) as a reminder of the food type. Example: "We have five pictures of*



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Staying Healthy and Safe *continued*

vegetables. We know that vegetables are part of a plant that we can eat. Here is a picture of broccoli."

Place the picture cards in food groups organized around the plate (see picture). Place the bread picture card in the grain group when you discuss it. Explain that bread is made with grain. Set aside the jam picture card, and do not include it in the discussion of what goes on the plate (because jam is high in added sugars).]

EXPLAIN: Our plate is empty. Let's decide what we should eat for a pretend lunch. We want to pick at least one thing from each of our five different types of food. We can put our picture of the food on our plate.

ACT: Let's start with something to eat that has protein. We know that protein helps our muscles, bones, and other parts of our body grow and stay strong.

[*Display the five pictures of foods with protein.*]

What would be a good thing to eat for lunch that has protein?

[*There are no right or wrong selections. Invite volunteer child to place item on plate.*]

Now let's pick a vegetable to eat as part of our lunch. What vegetable should we include in our pretend lunch?

[*Continue with this approach for the remaining groups of food.*]

ASK:
- Our plate has (names of each food item). Why would this be a healthy lunch for us to eat? (because it has different types of food)
- What other things do you think we should include in our pretend lunch that are not on our plate? (identify the food group represented in children's suggestions)

ACT: [*Invite volunteer children to return each pictured item on the plate to its respective food group, one item at a time. Identify the type of food. Example: "We picked carrots for our pretend lunch. What type of food is a carrot?"*

If time and child interest permit, engage children in selecting items for another meal using a similar procedure.]

RECAP: Today we picked different kinds of food for a pretend lunch. We selected things to eat from each of five different kinds of food. We know that our bodies stay healthy and strong when we eat different kinds of food that are good for us.

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WEEK 20
DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ If you anticipate five cards in each of five groups may be too challenging for children to consider, select three or four cards per type of food. Include some or all the food items introduced yesterday so each set of food picture cards helps children connect to yesterday's information.

Enrichment ■ When you introduce the food picture cards, ask children to say the name of familiar food items (rather than initially saying the name). ■ Explain that some things we eat are made with more than one type of food. Example: a hamburger sandwich has bread (grain), meat (protein), lettuce (vegetable), and maybe cheese (dairy). ■ In the activity segment where children suggest foods not included on the plate, say the food group to which the item belongs. Example: French fries are made from a potato, which is a vegetable. ■ In discussing foods high in protein, explain that most dairy foods include protein. A dairy food can be in two different food groups at the same time: dairy and protein.

Center Activity

Provide *picture cards used in today's activity and some full-sized plates. Encourage children to choose one food item from each type of food and place each on a plate. Invite children to work in pairs if appropriate.

*Printables provided

Family Child Care

Encourage school-age children to describe a lunch eaten at school and discuss with younger children each type of food included in the lunch. Example: "Anthony told us he had chicken, green beans, milk, a biscuit, and an apple for lunch. Green beans are vegetables, an apple is a fruit, milk is a dairy food, a biscuit is made from grains, and chicken has lots of protein."

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WEEK 21 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound of familiar words (Day 2)
- How to identify words that begin with the letter S (Day 4)
- The name, sound, written form, and uses of the letter R (Days 2–5)

Mathematics

Counting Things

- The number that comes after another number is one more (Day 1)
- How to find the number that is one more than another number (Days 2–5)
- How to identify which of two numbers is more (Days 4–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
  - *It's Raining, It's Pouring* game (Day 1)
- How to follow requests by watching and taking turns
  - "Silly Faces Song" (Day 2)

Social-Emotional

Understanding Feelings

- We may feel nervous when we are worried about something (Day 3)
- We can concentrate on our breathing and take deep breaths to help feel less nervous (Day 3)

Social Studies

Exploring Where We Live

- Playing with and/or describing our created geographic characteristics (Day 4)
- Placing our created geographic characteristics in our pretend community (Day 5)

Science

Exploring Life Cycles

- How to record on a chart things we know and learn about frogs (Days 1–3)
- Stages of a frog's life cycle (Days 2–3)

Physical/ Health

Moving Our Bodies

- How our body moves when we jump and land on both feet (Day 4)
- How to jump over two strings on the floor (Day 5)

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WEEK 21

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter M.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter M card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: [*Display letter M card.*]



The words "music" and "musician" begin with this letter. What is the name of this letter?

Letter M says /m/, just like in the words "music" and "musician." /m/, /m/, music and musician. Let's together say /m/, /m/, music and musician.

Who would like to tell us another word that begins with the letter M?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*

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WEEK 21

DAY 1

Understanding Words *continued*

Language/ Literacy

- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to the word.*
  - *What does each word mean?*
  - *How was the word used in today's book?*]

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WEEK 21

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand that each number in a number list is one more than the number before it.

Key Concepts

New: One more

Review: After

Materials Needed

*Large numeral cards 1–10

55 Unifix® cubes of the same color

*Printables provided

Optional Reading

Just a Minute: A Trickster Tale and Counting Book by Yuyi Morales

BEGIN: Let's sing a new song. The song is called "Ten Little Frogs." I will sing it first, and then we can sing it together.

[*As you sing, hold up one finger for each number/frog.*]

EXPLAIN: Let's sing the song again. This time let's use our large number cards when we sing. We need 10 children to be the 10 little frogs!



Ten Little Frogs

(*Sing to the tune of Mary Had a Little Lamb*)

One, two, three, four, five little frogs,
Five little frogs, five little frogs.
One, two, three, four, five little frogs,
Swimming all around.
Six, seven, eight, nine, ten little frogs,
Ten little frogs, ten little frogs.
Six, seven, eight, nine, ten little frogs,
Swimming all around!

ACT: [*Sing the song with 10 children holding the numeral cards as you sing (one card per child). Point to the numeral cards as you sing the song together. When you have finished, display the numeral cards in order where all children can see them.*]

EXPLAIN: Let's look at our number cards again. Our numbers are lined up in order. We can find the number <u>after</u> another number when we look at numbers lined up in order. The next number on the number list is one more than the number before it. If a number comes after another number, it is the <u>next number</u> on the number list. Remember, the word after means something happens (or comes) later than something else. It follows something else.

[*As you explain how to find the number after another number, point to large numeral cards three and four. Say "See, we have three here. The next number is four. Four is one more than three." Point to and count dots on large numeral cards three and four to illustrate.*]

ASK: [*As you ask children to find the "number after" in the following questions, point to the numeral you mention.*]

Let's try to find the number that comes after another number.

- What number comes after number three? How do we know?
- What number comes after number seven? How do we know?

EXPLAIN: Let's look at our number cards again. This time we are going to put cubes in front of each number card. The number of cubes we stack in front of each number card needs to be the same amount as the

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Counting Things *continued*

number on the card. I am going to put one cube in front of our card with number one on it. Now I am going to stack two cubes in front of our card with number two on it.

ASK:
- How many cubes do we put in front of number three?
- How many cubes do we put in front of number four?

[*Stack cubes in front of each numeral so children can see how the height of each stack increases as you move down the line. Count out each cube as you stack it.*]

EXPLAIN: Our stacks of cubes get taller as we move down the number line. The number that comes after another number is **one more**. This means that each stack of cubes has one more cube than the one before it.

ASK:
- If number one has one cube in front of it and we add one more cube, how many do we have now? We have two! Two is one more than one.
- What happens if we add one more cube to the stack of two cubes? Now we have three cubes! Three is one more than two.

RECAP: Today we learned that the number that comes after another number is one more. Each number in a number list is one more than the number before it.

[*If time permits:*]

Let's sing our frog song one more time. I'll point to the numbers as we sing. We can use one of our fingers for each of the 10 little frogs!

Scaffolding Tips

Extra support ■ Make sure that stacks of cubes are lined up close to each other so children can see the visual comparison. ■ If children seem uncertain about the concept of more, repeat the process of counting (while pointing to) dots on several adjacent numeral cards and/or stacking cubes in front of two adjacent numeral cards. Focus on numerals smaller than six. Invite several volunteer children to count numeral card dots and/or stack cubes while counting.

Enrichment ■ Ask children "What is one more than four?" If children readily answer this question correctly, repeat the question with higher numbers (up to 10).

123 Center Activity

Provide cookie sheets and a basket of magnetic numerals. Invite children to find numerals 1–10 and put them in the correct order, from one to ten. Children may also wish to line up beads under each numeral to represent the amount of each numeral. Example: Numeral two would have two beads lined up under it. Encourage children to use a number list, if appropriate.

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Counting Things *continued*

Family Child Care

Encourage school-age children to make a book that shows one more. Invite children to draw one more item on each page. Example: Page one may have one bird, and page two may have two snakes. Encourage school-age children to share the book with younger children in your setting.

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WEEK 21

DAY 1

Focusing & Remembering

Self-Regulation

3–5 YEARS

Be Prepared: If time permits, offer *Drum Beats* from Week 19, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Drum Beats* from Week 19, Day 2. The game for today may be less challenging when offered again at a later point.

Large Group

Skill and Goal

Executive function

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

Key Concepts

Review: Practice

Materials Needed

None

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

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

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

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

- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.

  [*Rub your hands together.*]
- Now we will practice the sound of raindrops.

  [*Snap your fingers.*]
- Next we will practice the sound of rain.

  [*Clap your hands slowly and then more quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.

  [*Pat your knees or the floor. Add thunder sounds by saying "boom, crash."*]

Let's make a rainstorm together.

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

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

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

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Focusing & Remembering *continued*

Self-Regulation

- First we will practice the sound of wind. Our wind will have a quiet whooshing sound.

  [*Rub your hands up and down on your legs.*]
- Now we will practice the sound of raindrops.

  [*Tap your fingers together.*]
- Next we will practice the sound of rain.

  [*Pat your legs slowly and then more quickly.*]
- Our last practice noise is the sound of a heavy rainstorm.

  [*Stomp your feet on the floor. Add thunder sounds by saying "bang, crack."*]

Now let's make a new rainstorm together.

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

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

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

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

Scaffolding Tips

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

Enrichment ■ Invite children to try another rule change for *It's Raining, It's Pouring*: Make the sound of wind by lightly blowing through your lips, the sound of raindrops by clicking your tongue lightly, the sound of rain by patting your hands on the floor slowly then quickly, and the sound of a heavy rainstorm by clapping your hands loudly and saying "bam, pow."

Center Activity

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

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WEEK 21

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Family Child Care

Help children gain a better understanding of the sounds associated with a rainstorm by listening to one or more on the Internet. As children listen to the sounds of the rainstorm, encourage them to think of noises and motions they can use to make the same sounds they hear.

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

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WEEK 21

DAY 1

Exploring Life Cycles

Science

3–5 YEARS

Large Group

Be Prepared: Activity plans for Days 1 and 2, exploration of a frog, introduce two of the three parts of a K-W-L chart (see the Science section of the *ELM User Guide: 3–5 Years*). The chart is a teaching strategy for helping children organize what they know (K), what they want to know (W), and what they have learned (L). ELM uses the first and third parts of the chart (K and L). Goals are to: (1) promote children's cognitive skills in organizing information, (2) introduce children to a tool they are likely to use often in elementary school and beyond, and (3) demonstrate how print works. The chart terminology is not used in the activities, and there is no expectation that children will be able to read the words written on the chart.

Skill and Goal

Knowledge of life cycles

Children will understand how a chart can be used to record what they know about frogs.

Key Concepts

New: Frog

Review: Life cycle
Record

Materials Needed

Prepared chart paper (see Be Prepared)

*2 pictures as shown

*Printables provided

BEGIN: Today we will learn about the life cycle of another living thing. We know that a life cycle is how living things grow and change over time.

[*Display adjacent picture of a frog.*]



Holley & Chris Melton/flickr.com/(CC BY 2.0)

This is a picture of a frog. Have you ever seen a frog? What was it like?

EXPLAIN: A **frog** is a small animal that lives in or near water.

We are going to use a chart to record what we know about frogs and the new things we learn about frogs. Remember, when we record something we write it down.

[*Display chart similar to the one pictured. Point to the words as you read the title and each section.*]

Information About Frogs

What we know about frogs	What we have learned about frogs

The title of our chart is Information About Frogs. Our chart has two sections. The first section says "What we know about frogs." We will record things we already know about frogs in this section of the chart. The second section of the chart says "What we've learned about frogs." We will record new things we learn about frogs in this section of the chart.

Let's look at two pictures of frogs and think of some things we might already know about frogs.

[*Display two pictures of frogs side by side.*]



Eyeweed/flickr/(CC BY-NC-ND 2.0)

ASK: What does a frog's body look like? (bumpy or smooth, wet, different colors)

ACT: [*Encourage children's discussion of frogs. Write children's descriptions of a frog's body in the first section of the chart.*]

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WEEK 21
DAY 1

Exploring Life Cycles *continued*

Science

EXPLAIN: Our chart can remind us of what we already know about frogs. Let's read the things we have listed on our chart that we know about frogs.

[*Point to each item on the chart as you read it.*]

RECAP: Today we recorded on our chart things we know about frogs. Tomorrow we will use our chart to write what we learn about frogs.

Scaffolding Tips

Extra support ■ As children look at the pictures of frogs, encourage them to focus on specific parts of a frog. Example: "What do you notice about the frog's legs?"

Enrichment ■ Encourage children to describe what they think a frog's skin feels like.

Center Activity

Invite children to make frog headbands. Provide two-inch strips of green paper for the headband. Encourage children to cut out two circles from white paper and two smaller circles from black paper. Invite them to glue the black circles on top of the white circles and then glue them to the green paper to make frog eyes. Measure and staple strips to form a headband!

Family Child Care

If you live in an area where you can easily keep a frog in a safe and appropriate place, consider holding the frog for a day (or less) for children to observe. Encourage children to draw their observations in their science journals.

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WEEK 21

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children also will identify and name the letter R.

Key Concepts

Review: Relaxed

Materials Needed

*Picture cards (see Be Prepared)

Chart paper

Marker

*Letter R card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Use the following picture cards for today's activity:

C—cat, can, cap B—bear, bee, book P—pig, pan, pool
H—hat, hen, hug M—mop, mad, man

BEGIN: We know that letters make sounds. We also know that many words have the same beginning letter sound.

EXPLAIN: We are going to play another letter sound game today.

[*Spread out the 15 picture cards on the floor or a table (see Be Prepared).*]

I am going to say a letter sound to each of you, one at a time. When I say a letter sound, please try to find a picture that begins with the same letter sound. Let me show you.

ACT: I am going to look for a picture that begins with the /m/ sound. Let me say the sound again: /m-m-m/. Now let's say the sound together: /m-m-m/.

- [*Pick up a picture that does not begin with the /m/ sound, and say the name of the picture as you clearly enunciate the beginning sound. Example: "This is a picture of a bee. I hear a /b/-/b/-/b/ sound at the beginning of bee. Bee does not begin with an /m/ sound."*
- *Repeat the explanation with one more picture that does not begin with the /m/ sound.*
- *Then choose a picture that does begin with the /m/ sound. Example: "This is a picture of a man. I hear a /m-m-m/ sound at the beginning of man!"*]

Now we will each have a turn to look for a picture.

[*Ask each child, one at a time, to find a picture card that begins with a sound you say aloud. Be sure to clearly enunciate one of the five letter sounds (/k/, /b/, /p/, /h/, /m/). Continue until all children have had a turn.*]

EXPLAIN: Now let's play our game another way. I will give each of you a picture card. Please try to find another picture card that begins with the same sound. Let me show you.

ACT: Here is a picture of a hat. Hat begins with the /h/ sound. I want to find another picture of something that begins with the /h/ sound.

[*As you look for a picture that begins with the /h/ sound, say the beginning sound of 1–2 pictures that do not have the /h/ sound at the beginning of the word. Then choose a picture that begins with the /h/ sound. Example: "This is a picture of a hen. I hear a /h/-/h/-/h/ sound at the beginning of hen!"*]

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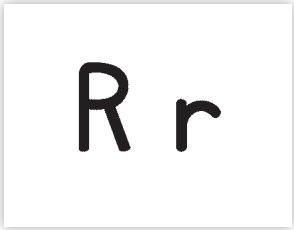
Understanding Letters *continued*

Now everyone can have a turn to look for a picture.

[*Ask each child, one at a time, to find a picture card that begins with the same sound as the picture you provide. Select cards after each child's turn. Continue until all children have had a turn.*]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter R card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter R. We can write the letter R in two ways. We can write the letter R like this.

[*Demonstrate writing an uppercase R at the top of a chart paper.*]

This is an uppercase R.

We can also write the letter R like this.

[*Demonstrate writing a lowercase r at the top of a chart paper.*]

This is a lowercase r.

The word "relaxed" begins with the letter r. We are learning how to help our bodies feel relaxed. Remember, our body feels calm when we are relaxed. We know how to concentrate on our breathing to help us feel relaxed.

I will write the word "relaxed" on our chart. I am going to write the word "relaxed" with a lowercase (small letter) r.

[*Say each letter as you write the word. Emphasize r.*]

Let's all say the word "relaxed."

[*Invite a volunteer child to point to the letter r in the word "relaxed."*]

Let's look at the very first letter of our name. Pop up if you have the letter R at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an R at the beginning of their name. If there are children whose name begins with the letter R who do not stand, point to the letter R on their name card. Compare the letter R in their name as you hold the letter R card next to their name card.*

If no one in the group has a first name beginning with the letter R, say "No one popped up because no one has a name that starts with the letter R." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter R.

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Understanding Letters *continued*

Language/ Literacy

If a child indicates there is a letter R in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter r that appears somewhere else in a child's name.]

RECAP: Today we played a game with pictures. We found a picture that began with the same beginning sound as a sound I said. Then we found a picture with the same beginning sound as another picture.

We also learned about the letter R. What is a word that begins with the letter r? (relaxed)

Scaffolding Tips

Extra support ■ If children are unsure of which picture begins with the same beginning sound, narrow children's choices by providing 2–3 pictures and saying the name of each of the 2–3 pictures as you enunciate the beginning sound.

Enrichment ■ After children have found a picture card that has the same sound as the picture card given, ask them to think of one more words that begin with the same sound.

Center Activity

Provide *picture cards used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided

Family Child Care

As you read a book to children, identify a word and ask children to say the letter sound it begins with. Example: "This sentence says, 'A puffer fish blows bubbles.' What sound does the word 'bubbles' begin with?"

The beginning sound activities are described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 21

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding that each number in a number list is one more than the number before it.

Key Concepts

Review: One more
Number list

Materials Needed

*Number lists—1 per child

Counters—55 per child

*Printables provided

Optional Reading

Ten, Nine, Eight by Molly Bang

BEGIN: Yesterday we learned the number that comes after another number is one more. Today we will use a number list to talk more about numbers. Please put your number list in front of you.

[*Give each child a number list.*]

EXPLAIN: We know that a number list has numbers from 1–10. Let's point to the numbers on our number list as we count them together.

1	2	3	4	5	6	7	8	9	10

ACT: [*Lead children in counting to 10 as you point to each numeral on a number list. Encourage children to point to each numeral as they say it.*]

Please point to number two on our number list.

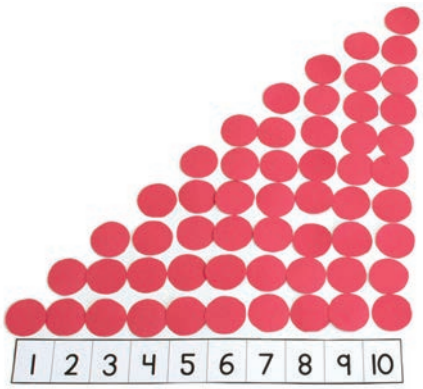
[*Make sure all children are pointing to numeral two on their number list before asking the following question.*]

What number comes after number two?

Let's line up circles (counters) above each number. We will put down the same number of circles as the number on our list.

- How many circles should we put above number one?
- How about number two?

[*Continue until children have placed counters vertically above numbers 1–10 on their number list. See Extra Support tip.*]



EXPLAIN: Now let's look at our circles. Two is one more than one. We know this because we can count the circles above the number. Each number has one more circle above it as we go from 1–10 in our number list.

ASK:

- What is one more than four? It's five.

  We know this because there is one more circle above five than there is above number four.
- What is one more than number five?

  Six is one more than five! Number six is the number after five.

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Counting Things *continued*

[*Continue asking children to find the numeral that is one more than another numeral on the number list.*]

RECAP: Today we practiced finding the number on our number list that is one more than another number. We know that each number on a number list is one more than the number before it.

Scaffolding Tips

Extra support ■ If children are unsure how to find the number that is one more than the number mentioned, ask them to count the counters as an aid. ■ If placing counters in front of 10 numerals is too challenging or time consuming, lead children in lining up counters for a smaller set of numerals (example: numerals 1–5). Focus your questions on numerals children work with in today's activity. ■ Children may benefit from a brief reminder of the meaning of before. The word before means something happens ahead of (or earlier than) something else.

Enrichment ■ Ask children to find the number that is one more than a number you say without looking at their number list (closing or covering their eyes). If they can, ask about larger numbers not on the number list. Example: "What number is one more than 13?"

123 Center Activity

Supply a *number list and bowl of beads or similar small manipulatives. Invite children to place the correct number of beads under each numeral.

*Printables provided

Family Child Care

Encourage school-age children to consider which number is one more when thinking of larger numbers. Example: "Lana, what number is one more than 25?"

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WEEK 21

DAY 2

Focusing & Remembering

Self-Regulation

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 21, Day 1 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 21, Day 1. 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*

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Focusing & Remembering *continued*

Self-Regulation

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 had a turn, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else's silly face!

Scaffolding Tips

Extra support ■ If children are unsure of a silly 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 faces. ■ If the "Silly Faces 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 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 "Sad Faces Song": In the song sung today, replace the word "silly" with the word "sad." Sing the song together as children take turns making a sad face as the other children imitate the sad face.

Center Activity

Encourage children to continue the "Silly Faces Song." Invite children to change the song to include options other than making a silly face. Examples: doing a silly dance or moving in a silly way.

Family Child Care

Sing the "Silly Faces Song" while outside. Encourage children to mimic each other 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.

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WEEK 21

DAY 2

Exploring Life Cycles

Science

3–5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a frog's life cycle. Children will also understand that a frog changes from one thing to a completely different thing as it grows (metamorphosis).

Key Concepts

New: Tadpole
Froglet
Metamorphosis

Review: Stage

Materials Needed

Chart from Day 1

*5 pictures as shown (1 is for Extra Support tip)

*Printables provided

BEGIN: [*Display chart from Day 1.*]

We are learning about frogs. Yesterday we recorded on a chart what we know about frogs. Let's look at our chart to help us remember what we already know about frogs.

[*Read the title and items listed in the first column of the chart.*]

EXPLAIN: Today we will learn about the stages of the life cycle of a frog. We know that a stage in a life cycle has its own characteristics.

[*Display picture of frog eggs.*]



Geoff Gallice/Wikimedia Commons/(CC BY 2.0)

ASK: What do you think is shown in this picture?

EXPLAIN: Frogs lay eggs. This is a picture of frog eggs. The eggs are the first stage in the life cycle of a frog. A frog begins its life in an egg.

[*Display picture of tadpoles.*]



Trish Hartmann/flickr.com/(CC BY 2.0)

ASK: What do you see in this picture? (tails, head, eyes, etc.)

EXPLAIN: These are tadpoles. A **tadpole** is a small animal that has a rounded body and tail. Tadpoles hatch from frog eggs. A tadpole is the second stage of a frog's life cycle.

[*Display picture of a froglet.*]



Yamanaka Tamaki/flickr.com/(CC BY-NC-ND 2.0)

Over time, a tadpole begins to slowly grow legs and becomes a froglet. This is a picture of a froglet. A **froglet** is a young frog that still lives in the water and has a tail.

[*Display picture of adult frog.*]



Holley & Chris Melton/flickr.com/(CC BY 2.0)

This picture shows the last stage in the life cycle of a frog. It is an adult frog.

Let's look at the picture of the adult frog next to the picture of the froglet.

ASK: What does the froglet have that makes it different from the adult frog? (tail)

EXPLAIN: An adult frog does not have a tail.

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Exploring Life Cycles *continued*

Science

We know that many animals look like their parents when they are born or hatched. A kitten looks like its parents when it is born. It has a head, body, and legs just like its parents.

Let's look at the picture of an adult frog next to the picture of tadpoles.

ASK: Do the tadpoles look like the adult frog?

EXPLAIN: Tadpoles that hatch from frog eggs do not look like their parents when they are born. A tadpole does not have legs like its parents when it is born. It has a long tail. A tadpole does not look like an adult frog.

Some animals change from one thing to a completely different thing as they grow. We call this **metamorphosis**. Let's say together this big word: met-a-mor-pho-sis.

Animals that go through metamorphosis look very different from their parents when they are born.

ASK: Did we look like our parents when we were born? (yes)

EXPLAIN: We had a head and body just like our parents. We also had eyes, a mouth, and a nose just like our parents.

A frog goes through metamorphosis when it begins its life as a tadpole and then grows into an adult frog.

RECAP: Today we learned about the life cycle of a frog. A frog begins its life cycle in an egg. A frog goes through metamorphosis as it changes from a tadpole to an adult frog. Let's record on our chart new things we are learning about frogs.

[*Write new information introduced today about frogs in the second column of the chart used in Day 1:*

- *Egg*
- *Tadpole: tail, no legs*
- *Froglet: tail, four legs*
- *Adult frog: no tail, four legs*
- *Tadpole changes into a completely different thing (metamorphosis)*]

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WEEK 21
DAY 2

Exploring Life Cycles *continued*

Science

Scaffolding Tips

Extra support ■ When you indicate that a frog begins life in an egg, remind children of other animals discussed recently that also start life in an egg (chicken, penguin). ■ As you explain metamorphosis, display the picture of a kitten and adult cat (Week 19, Day 2) to help children better understand that, unlike frogs, kittens look like their parents when they are born.



Enrichment ■ Talk with children about how the life cycle begins again after a frog is an adult. (frog lays eggs)

Center Activity

Supply *frog life cycle sequencing cards. Encourage children to put the pictures in order. As children finish, invite them to draw or paint the life cycle stages, or some of the stages, on paper.

*Printables provided

Family Child Care

At pickup time, encourage children to describe the life cycle of a frog. Invite children to use the pictures if they'd like.

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WEEK 21

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter R card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

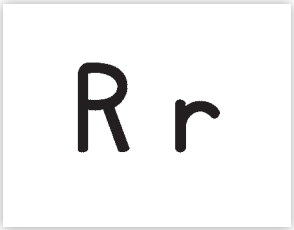
*Printables provided

BEGIN: [*Display letter R card.*]

What is the name of this letter?

[*Point to the uppercase letter R on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter R?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 21

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will find a number that is one more than a specified number.

Key Concepts

Review: One more

Materials Needed

The Very Hungry Caterpillar by Eric Carle

*Large numeral cards 1–10

Also Promotes

Language/Literacy

*Printables provided

Optional Reading

Ten Little Caterpillars by Bill Martin Jr.

BEGIN: [*If time permits, lead children in singing the "Ten Little Frogs" song introduced on Day 1 as they hold up one of their fingers for each frog.*]

Today we will read a book called *The Very Hungry Caterpillar*.

[*Display front cover.*]



Ten Little Frogs

(*Sing to the tune of Mary Had a Little Lamb*)

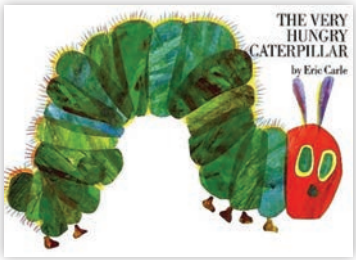
One, two, three, four, five little frogs,
Five little frogs, five little frogs.
One, two, three, four, five little frogs,
Swimming all around.
Six, seven, eight, nine, ten little frogs,
Ten little frogs, ten little frogs.
Six, seven, eight, nine, ten little frogs,
Swimming all around!

ASK: What does the picture on the front cover of our book tell us the book might be about?

EXPLAIN: The author of our book is Eric Carle. Eric Carle is also the illustrator. The little caterpillar in the book was very hungry and ate many things! We will count some of the things eaten by the caterpillar.

ACT:

- [*As you read the book, count the items the caterpillar ate.*
- *Point out that each day the caterpillar ate one more item. As you turn each flap, count and point to the number of items and compare them to the next day.*



Example: "On Tuesday the hungry caterpillar ate through two pears. Let's count them. (turn the flap) On Wednesday the hungry caterpillar ate through three plums. Let's count them."]

EXPLAIN: We learned that the hungry caterpillar ate one more item than he did on the day before. On the last day the hungry caterpillar ate through 10 things!

[*If time permits:*]

Let's play a game to see if we can correctly identify our numbers. There will be a trick to our game! I will ask you to tell us the name of the child holding the number after another number.

- [*Invite 10 children to hold and arrange the large numeral cards in order from 1–10.*

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Counting Things *continued*

- *Ask children who remain sitting to say who has the number after the number you specify. Example: "Who has the number that comes <u>after</u> three?"*
- *After children identify the child holding the numeral <u>after</u> three, ask the child holding that numeral to sit down.*
- *Continue until all children are sitting. Repeat with a different set of 10 children if time permits.*]

RECAP: Today we read *The Very Hungry Caterpillar* by Eric Carle. We counted all of the things the caterpillar ate on each day. Each day he ate through one more thing. We also played a game and said the name of the person who was holding the number <u>after</u> another number.

Scaffolding Tips

Extra support ■ As you point out that the caterpillar ate one more item each day, encourage children to point to the items as you count. Emphasize the concept of "one more" when talking with children about the number of items the caterpillar ate each day.

Enrichment ■ Ask children how many items the caterpillar would eat if it ate one more than 10 items.

123 Center Activity

Place a copy of *The Very Hungry Caterpillar* by Eric Carle in the library center. Encourage children to look through the pages of the book and retell the story. Children may also enjoy using play dough to make the fruit shown in the book.

Family Child Care

Try this game at cleanup time: Display a number list. Ask children, one at a time, to please clean up the number of items that is one more than the number you name. Example: "Lara, please clean up (put away) the number of items that is one more than two. How many items should you clean up?"

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WEEK 21

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel nervous.

Key Concepts

New: Nervous

Review: Emotion

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: We are learning about emotions. What is an emotion? (the way we feel) Today we will learn about an emotion that may make us feel like we have butterflies in our stomach.

ASK: What do you think it means when people say they have butterflies in their stomach?

EXPLAIN: People do not actually have butterflies moving around in their stomach. But they may have a tickling feeling in their stomach. You might feel like you have butterflies in your stomach when you feel nervous. We may feel **nervous** when we are worried about something.

We might feel nervous when we go to the dentist's office or when we play on a sports team for the first time. I felt nervous when _____. It is okay to feel nervous about something. All people feel nervous sometimes.

ASK:

- Do you remember a time when you felt nervous? What was happening?
- How did your body feel when you felt nervous? (heart beating fast, muscles tight, tickling feeling in stomach, etc.)

EXPLAIN: There are things we can do to help our body calm down and feel more relaxed when we feel nervous.

We are learning how to concentrate on our breathing to help our mind and body feel relaxed. Taking deep breaths can help us relax when we feel nervous about something.

I am going to breathe in and out very slowly. I will to count to three as I breathe in, and count to three as I breathe out.

[*Sit very still and take three deep breaths, using your fingers to count to three with each breath in and out.*]

Taking deep breaths can help our body feel relaxed and less nervous. Let's try it together by closing our eyes and concentrating on our breathing.

ACT: [*Encourage children to sit quietly and concentrate on their breathing.*]

When we take deep breaths, we can think about the air going in and out of our body. Let's take three deep breaths together. I am going to count to three as we breathe in, and again as we breathe out.

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WEEK 21
DAY 3

Understanding Feelings *continued*

Social-Emotional

[*Encourage children to take three deep breaths together while concentrating on the air going in and out of their bodies. Quietly count each deep breath.*]

EXPLAIN: Our muscles may also be tight when we feel nervous.

ASK: Remember how it felt several weeks ago when we squeezed our squeeze balls?

ACT: Our muscles in our hands were not relaxed when we were squeezing our squeeze balls. Let's make a fist with our hand and pretend we are squeezing a squeeze ball.

[*Encourage children to make a fist to illustrate tight muscles.*]

This is how our muscles feel when they are not relaxed. Our muscles might feel this way when we are nervous about something. Let's take a deep breath and let our hand relax. Now our muscles are relaxed.

EXPLAIN: When we are nervous, we can concentrate on our breathing to help our muscles relax.

RECAP: Everyone feels nervous sometimes. We can feel nervous when we are worried about something. It's okay to feel nervous. How might our body feel when we feel nervous? (muscles tight, butterflies or a tickling feeling in our stomach, etc.) Concentrating on our breathing and taking deep breaths can help us to feel less nervous.

Scaffolding Tips

Extra support ■ If children seem unclear about the "a time when you felt nervous" question, offer a follow-up prompt. Examples: "Did you feel nervous when you first joined our classroom?" "Did you feel nervous when you moved to a new house or apartment?" ■ If a child has difficulty sitting still while concentrating on his/her breathing, have another adult sit with the child while quietly saying "in" and "out."

Enrichment ■ Ask children to think of things that may make them feel nervous in your classroom (sharing a project with others, answering a question, etc.).

Center Activity

Provide puppets. Invite children to pretend to do something that makes them feel nervous and then something that helps them to feel calm and relaxed. (concentrate on breathing, concentrate on relaxing their muscles)

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WEEK 21

DAY 3

Understanding Feelings *continued*

Social-Emotional

Family Child Care

Invite children to ask family members at pickup time if they've ever felt nervous. Encourage children to ask the family member(s) what he/she does to relax when nervous.

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.

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WEEK 21

DAY 3

Exploring Life Cycles

Science

Be Prepared: Make enough copies of provided frog life cycle sequencing cards for each child to have a picture of one stage.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will strengthen their understanding of a frog's life cycle.

Key Concepts

Review: Stage
Metamorphosis

Materials Needed

*4 pictures as shown

*Frog life cycle sequencing cards (see Be Prepared)

Chart from Days 1 and 2

*Printables provided

BEGIN: [*Display and point to four frog life cycle pictures.*]


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Trish Hartmann/flickr.com/(CC BY 2.0)


Yamanaka Tamaki/flickr.com/(CC BY-NC-ND 2.0)


Holley & Chris Melton/flickr.com/(CC BY 2.0)

What animal's life cycle is shown in these pictures?

We know that a life cycle has different stages. Each stage is different from other stages. We learned yesterday that a frog goes through four different stages.

ACT: Let's act out each stage in the life cycle of a frog.

[*Encourage children to spread out in the room so each has personal space.*]

- Let's pretend to be a tadpole in an egg by rolling up in a ball. This is the first stage in the life cycle of a frog.
- Now let's pretend we are a tadpole swimming in the water. This is the second stage in the life cycle of a frog.
- The froglet is the third stage in the life cycle of a frog. Let's pretend to be a froglet with a small tail.

  [*Encourage children to place their hand behind their body to represent a tail.*]
- Now let's pretend to be an adult frog hopping!

EXPLAIN: Now let's look at our pictures of a frog's life cycle and talk about each stage.

Each of us will get a picture of a stage in the life cycle of a frog. Please hold up your picture when I describe the stage shown in your picture.

ACT: [*Pass out one picture in random order to each child. Remind children to hold up their picture when you describe the stage shown in their picture. Encourage children to hold their card so other children can see it.*]

- This is the first stage in the life cycle of a frog. (eggs) What do we see in our picture of this stage? (eggs) How did we pretend we were a tadpole in an egg? (rolled up in a ball)

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Exploring Life Cycles *continued*

Science

- This small animal hatches from the egg and has a rounded body and tail. It does not look like its parents. (tadpole) What did we do to pretend we were a tadpole? (swam)
- This is a young frog that still lives in the water and has a tail. (froglet) How did we pretend we were a froglet with a small tail? (put hand behind body as a make-believe tail)
- This is the last stage of a frog's life cycle. (adult) What is one way frogs move from one place to another place? (hop)

EXPLAIN: It takes a few months for tadpoles to change into adult frogs. Tadpoles take longer than baby chickens to become adults.

A tadpole looks very different from an adult frog. We know that frogs change from one thing to something completely different as they grow. We learned a big word that means something changes into something very different. The big word is metamorphosis. Let's say together our big word about a frog's life cycle: met-a-mor-pho-sis.

RECAP: [*Display chart from Days 1 and 2.*]

We have learned many new things about frogs! We recorded on our chart some of the things we know and learned about frogs. First we made a list of what we know about frogs.

[*Review the "What we know about frogs" list briefly, pointing to each entry on the chart as you talk about it.*]

Then we made a list of what we learned about the life cycle of a frog.

[*Review the "What we have learned about frogs" list briefly, pointing to each entry on the chart as you talk about it.*

Consider inviting children to hop like a frog to their next activity.]

Scaffolding Tips

Extra support ■ When children act out stages of the frog's life cycle, draw their attention to the picture of the pertinent stage. Invite children to talk about and point to characteristics of interest in the pictures.

Enrichment ■ Tadpoles' and froglets' tails help them to swim in the water. Ask children to think of other animals with tails that help them to swim in the water. (fish, alligator, whale, etc.)

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WEEK 21

DAY 3

Exploring Life Cycles *continued*

Science

Center Activity

Supply the sensory table or tub of sand with a bowl of water. Provide toy frogs and plants. Cut lily pads from foam. Encourage children to pretend it is a pond. As a separate activity, provide the four pictures of a frog's life cycle for children to put in sequence.

Family Child Care

Encourage children to act out each stage of the life cycle of a frog. Invite school-age children to hold up each life cycle stage picture as younger children act out the corresponding stage.

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WEEK 21

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify words that begin with the letter S. Children also will understand the name and sound of the letter R.

Key Concepts

New: Slanted

Review: Beginning sound

Materials Needed

*Letter S card

Chart paper

*Letter R card

*4 letter R picture cards

Chart from Day 2

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

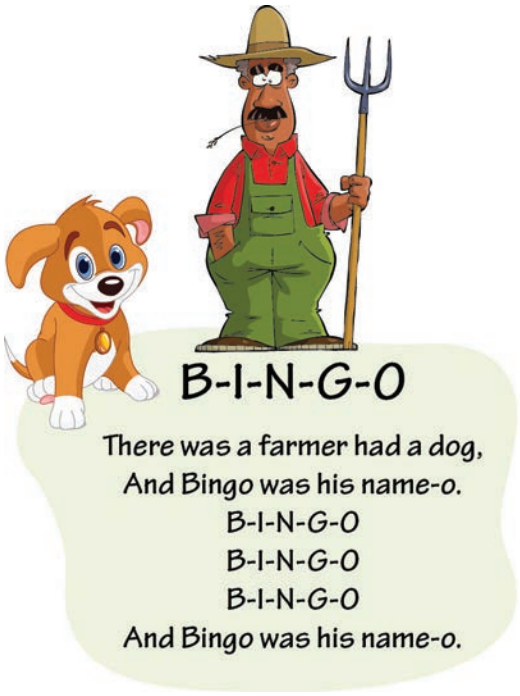
*Printables provided

BEGIN: We are learning more about letter sounds at the beginning of words. Today we are going to sing a song we've sung before to practice letter sounds. We are going to sing the song "Bingo."

[*Write the letters B-I-N-G-O on a whiteboard.*]

ACT: Pop up if you remember how to sing "Bingo!" Let's sing it together!

[*As children stand, sing the first verse of the song "Bingo" together. After you've finished the first verse, ask children to please have a seat.*]



ASK: What letter sound do we hear at the beginning of the word "Bingo"?

EXPLAIN: Bingo begins with the /b/-/b/-/b/ sound. We are going to pretend Bingo changed his name. We will change the first letter in the word "Bingo."

[*Place the letter S on top of the letter B on the whiteboard.*]

ASK:

- What letter is now at the beginning of the name? (S)
- Let's pretend Bingo changed his name to begin with an S. What would his name be?



EXPLAIN: S says /s-s-s/. Now his name would be Singo! Let's say his new name together: Singo. Now let's sing the song using his new name, Singo!

ACT: [*Together sing the first verse of the song replacing "Bingo" with "Singo."*]

ASK: What are some things in our classroom that begin with the letter S? (scissors, spoon, sticker, etc.)

ACT: Let's write the things in our classroom that begin with the letter S on this chart.

[*Write the letter S at the top of the chart, and list items children find that begin with the letter S.*]

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Understanding Letters *continued*

ASK: Does anyone have a name that begins with the letter S?

ACT: [List children's names that begin with the letter S (if any) under items that begin with the letter S on the chart.]

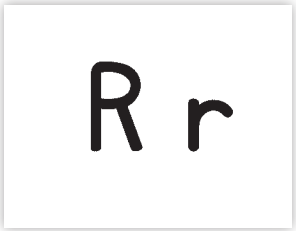
Let's together say the things we've found in our classroom, and names we know, that begin with the /s/ sound.

[*Point to each word on the chart under the letter S as you say each word together while enunciating the beginning sound clearly.*]

EXPLAIN: Let's learn more about the letter R.

[*Display letter R card.*

If a child(ren) whose name begins with the letter R was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter R when you say the name.]



Maybe someone in our group has the letter r somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase r and it will look like this.

[*Point to the lowercase r on the letter card.*]

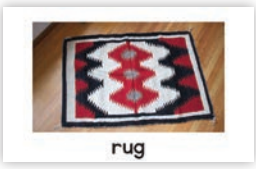
Pop up if you have the letter r somewhere else in your name (not at beginning).

[*If a child has the letter r somewhere else in his/her name, point to the name and to the letter r on the list of children's first names so all children can see the name and the letter r.*]

ASK: What is our word that begins with the letter R? (relaxed)

ACT: The letter R says /r/, just like at the beginning of the word "relaxed." /r/, /r/, relaxed. Let's say that together: /r/, /r/, relaxed.

I have two pictures of things that begin with the letter R. I wonder what they could be?



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andessurvivor/flickr/(CC BY 2.0)





Kevin Jump/flickr/(CC BY 2.0)

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says rabbit. The letter r is at the beginning of the word." Repeat this procedure with a second picture card.*]

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Understanding Letters *continued*

Let's think of some other words that begin with the letter R and write them on our chart. Remember, the letter R says /r/, /r/.

[*Help children by suggesting other words that begin with r. Examples: rattle, raccoon, run, remember.*

Invite one or more volunteer children to find the letter r in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter R on your chart paper.]

We use three lines to make an uppercase R. We begin by making a straight line up, then a curved line, and then a slanted line. A **slanted** line is a line that leans a bit to the side.

[*Give each child his/her letter journal.*]

Now we are going to write the letter R in our letter journal. Please write the uppercase (big) letter R in your journal. Write as much of the letter as you can.

RECAP: Today we sang the song "Bingo" while thinking about the beginning sound in the word "Bingo." We also found things in our room that begin with the letter S.

We also learned that the letter R says /r/, just like at the beginning of the word "relaxed." We made the uppercase (big) letter R in our letter journal. Let's say together the sound the letter R makes (/r/).

Scaffolding Tips

Extra support ■ If children seem confused about changing the first letter of Bingo's name, say the two letter sounds (such as /b/ and /s/) at the point you introduce the letter change. ■ Sing the song slowly as you enunciate clearly the beginning sound of the new word. ■ If children do not find items in the classroom that begin with the letter S, offer 2–3 examples to choose from. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ If time permits, change Bingo's name again! Replace the first letter in the word "Bingo" with the letter H. Sing the first verse of the song with the new letter. Then look for items in the classroom and list them under the letter H on the chart. Additionally, list children's names if any begin with the letter H. ■ Some children may be interested in your demonstrating and describing how to make a lowercase r. Example: "A lowercase r is made with a straight line down and then a small curved line."

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WEEK 21

DAY 4

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide a small whiteboard with the word "Bingo" written on it and letters C, F, and P written on squares of paper. Invite children to continue the song learned during the activity as they cover the letter B with different letters.

Family Child Care

Give each school-age child a *letter picture card and ask him/her to find the other child who has a picture that begins with the same sound. Example: If playing with four children, one child has a picture of a horse, one child has a picture of a house, one child has a picture of a fan, and one child has a picture of a fish.

*Printables provided

Source of BINGO nursery rhyme: Gardner, E. E. (1920). Some play-party games in Michigan. *Journal of American Folklore*, 33, 91-133.

The Bingo activity is adapted from the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 21

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will find a number that is one more than another number and determine which of two numbers is more.

Key Concepts

Review: One more

Materials Needed

Line of numerals 1–10 (See Be Prepared)

Basket

*Small numeral cards 1–9

2 beanbags

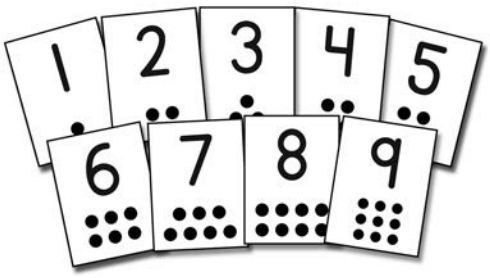
*Number chart (Extra Support tip)

*Printables provided

Optional Reading

Madeline by Ludwig Bemelmans (practice counting to 12)

Be Prepared: A line of numbers up to numeral 10 can be made from a variety of different materials. It can be as easy as placing numbers on note cards and taping them to a surface. Place a set of small numeral cards 1–9 in a basket. See Extra Support tip.



BEGIN: We are learning how to find the number that is one more than another number. Today we will play a game with numbers and a beanbag.

EXPLAIN: [*Point to items as you describe each.*]

All of the numbers we have talked about are on the floor in a line. We also have a basket of number cards.

We will take turns picking a number from the basket.

- When it is your turn to pick a number, put a beanbag on the number in our line of numbers that is one more than the number you pulled from the basket. Let me show you.

[*Pick a numeral card from the basket. Say the number out loud and then say the number that is one more than the number you chose. Point to the two numbers in your line of numbers to illustrate that you are placing the beanbag on the number that is one more than the number picked from the basket.*]

- After another child puts a beanbag on a number that is one more, we will decide which of the two numbers with the beanbags is more.

[*Place second beanbag on a second number.*]

The beanbags are on the numbers ___ and ___.

ASK: Which of these two numbers is more?

ACT: Let's play our game!

[*Identify two volunteer children to go first. Provide guidance for the following steps in the game as appropriate:*

- *Child #1 pulls card from the basket and puts a beanbag on the number in the number line that is one more than the number pulled from the basket.*

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Counting Things *continued*

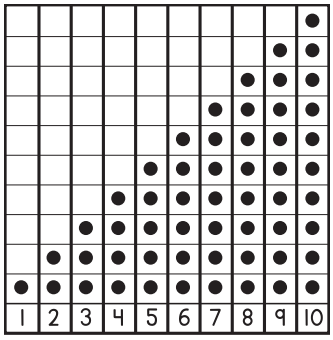
- *Child #2 takes a turn doing the above.*
- *You ask the two children which of the two numbers with beanbags is more.*

Continue with pairs of children until all children have a turn. If there is an odd number of children in your small group, serve as the partner of a child.]

RECAP: Today we played a game that helped us to find the number that was one more than the number we picked from the basket. We also figured out which of two numbers was more.

Scaffolding Tips

Extra support ■ Use fewer numerals if you anticipate the game may be too challenging with 10 numerals. ■ When you draw attention to the line of numbers at the beginning of the activity, encourage children to say each number as you point. ■ If children aren't sure which number is one more than another number, point to the first number on the number chart. Remind children that the number chart has dots that we can count for each number. Each number that comes after another number on the number chart is one more.



Enrichment ■ Ask children: What if you picked the number 10 from the basket? What number is one more?

*Printables provided

123 Center Activity

Use the provided *frog cutouts or make frog cutouts from construction paper. Put one numeral on each frog (1–10). Supply 10 clothespins with colored dots on them. Each clothespin should have 1–10 dots of the same color (one clothespin has one dot, one clothespin has two dots, one clothespin has three dots, etc.). Invite children to match the clothespins to the correct frog cutout. Use fewer cutouts and clothespins if you anticipate 10 may be too challenging.



*Printables provided

Family Child Care

Encourage school-age children to try the activity with a line of larger numerals. Example: Numerals 20–30.

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WEEK 21

DAY 4

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of geographic characteristics in a community.

Key Concepts

Review: Describe

Materials Needed

Children's geographic characteristics made in Week 20

Also Promotes

Language/Literacy

BEGIN: [*There are two options for today's activity involving geographic characteristics made by children in Week 20.*

Option One: Make the geographic characteristics available for a brief play time. Offering small toy people figures might enrich the play. Children could play with geographic characteristics independently or together.

Option Two: Encourage volunteer children to take turns describing the geographic characteristic they created. Remind children to be good listeners when someone is talking. Invite children to ask questions about a characteristic described by another child. You may wish to support some children's participation by describing the geographic characteristic a child made, encouraging the child to hold the characteristic as you describe the it, and including some closed-ended questions that promote the child's verbal involvement.]

Center Activity

Invite children to use play dough to make geographic characteristics.

Family Child Care

Encourage children to share and describe their geographic characteristics with families at pickup time.

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WEEK 21

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

The children will practice jumping and landing on both feet.

Key Concepts

Review: Jump
Forward
Backward

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: We are learning how to move our bodies in different ways.

[*Jump in the air and land on both feet.*]

What did I just do? (jump)

EXPLAIN: Remember, when we jump, we use both feet to go up and then down in the air.

Today we will practice jumping.

We move our bodies in a special way when we jump.

[*Describe and demonstrate each step:*]

- bend our knees
- swing our arms forward and up into the air
- push off with both our feet
- land with both our feet slightly apart

Let's practice our jumping. We will try to jump in the air five times. Please stay in your personal space.

ACT: [*Count five jumps. Offer verbal reminders as appropriate: bend our knees, swing arms forward and up, push off with both feet, land with both feet apart.*]

EXPLAIN: We can jump forward and we can jump backward. Remember, when we move forward we move toward what is in front of us. When we move backward we move toward what is behind us.

ACT: [*Demonstrate and describe jumping forward and backward. Then invite children to jump forward and backward. Provide guidance as appropriate. Remind children to stay in their personal space.*]

RECAP: Today we practiced jumping. How do we land when we jump in the air? (on both feet) We jumped forward and backward. We used our legs and arms when we jumped.

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WEEK 21
DAY 4

Moving Our Bodies *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Some children might confuse hopping and jumping. Explain that jumping is different from hopping. Hopping uses one foot to push off and land. Jumping uses both feet. ■ If five consecutive jumps is too challenging, demonstrate and lead children in jumping several times before pursuing five jumps in a row. ■ If children have difficulty with the jumping motions, use your hands to help position their bodies into the jumping position. ■ Point to and describe "in front of" and/or "behind" when introducing changes in the direction of jumping.

Enrichment ■ If children are skilled in jumping forward and backward, encourage them to try to jump to the side. ■ Ask children why it is important to land with our feet slightly apart. (to help us keep our balance)

Center Activity

Provide CD's of "jumping music" such as Greg and Steve's *Ready, Set, Move* or *Jumpin' and Jammin'* or *Music Movement & Magination*.

Family Child Care

If there is limited space in your setting for all children to jump at the same time, invite one child at a time to jump while other children applaud or clap once for each jump.

This activity is informed by the following source: Sanders, S. W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, D.C.: National Association for the Education of Young Children

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WEEK 21

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter R.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter R card

Book of your choice for this week's repeated reading

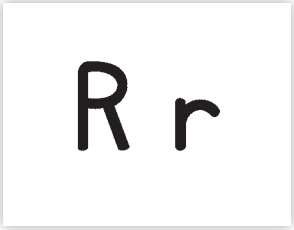
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter R card.*]

What is the name of this letter? What sound does the letter R make?

Letter R says /r/, just like in the word "relax." /r/, /r/, relax. Let's together say /r/, /r/, relax.



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 21

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will find the number that is one more than another number, and determine which of two numbers is more.

Key Concepts

Review: One more

Materials Needed

*Number chart

The Very Hungry Caterpillar by Eric Carle

Line of numerals used on Day 4

Basket

*Small numeral cards 1–9

Beanbag

*Printables provided

BEGIN: We are learning to find the number that is one more than another number. We know the number that is one more than another number is the number after that number.

EXPLAIN: Let's imagine that we have five frogs. Each frog has a number on its back. The first frog has number one on its back. The second frog has number two on its back. The third frog has number three on its back. The fourth frog has number four on its back.

ASK: What number would the next frog have on its back?

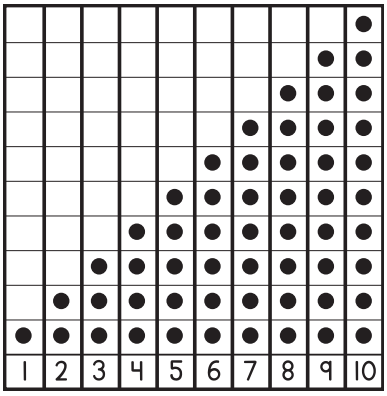
EXPLAIN: Number five is one more than number four!

We also are learning how a number chart can help us find the number that is one more than another number.

[*Display a number chart.*]

ACT: Let's look at our chart with numbers and dots.

- What number is one more than three?
- What number is one more than five?
- What number is one more than nine?

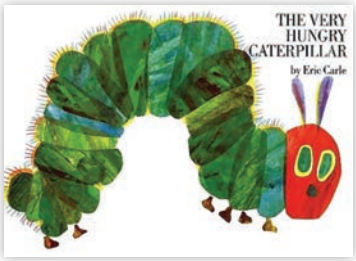


EXPLAIN: We read a book called *The Very Hungry Caterpillar* by Eric Carle to help us learn more about one more.

The caterpillar in our book ate many things in the book. We read that on Wednesday the caterpillar ate through three plums.

ASK: [*As you ask the following questions, display the corresponding page in the book and lead children in counting the items.*]

- How many is one more than three?
- We read that on Thursday the caterpillar ate through four strawberries. How many is one more than four?



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Counting Things *continued*

EXPLAIN: [*Display the line of numbers used on Day 4.*]

We also played a game this week. We chose a number from a basket and then placed a beanbag on the number that was one more than the number we chose from the basket. Let's practice our game again.

ACT: [*Invite a volunteer child to choose a numeral card from the basket. Encourage the other children to determine which numeral is one more than the numeral chosen. Invite the volunteer to place a beanbag on the numeral that is one more.*]

We also know how to figure out which of two numbers is more.

[*Hold up small numeral cards two and eight.*]

I am holding up two numbers. Which number is more? Use the number chart if you need help. Let's try two more numbers.

[*Continue comparing two different numerals as children determine which one is more. Compare numerals four and nine, numerals one and five, and numerals seven and 10.*]

RECAP: This week we practiced finding the number that is one more than another number. We also determined which of two numbers was more.

Scaffolding Tips

Extra support ■ If the use of imaginary frogs in the opening segment of this activity is too challenging, use chart paper to draw frogs with numbers on their backs to help children determine which number is on the last frog's back. You may wish to include the corresponding number of dots on each frog's back. ■ Point to and count dots on the number chart as appropriate.

Enrichment ■ For children who have mastered finding a number that is one more, try numbers larger than 10.

123 Center Activity

Supply paper and markers or colored pencils. Invite children to draw a collection of 1–10 items.

Family Child Care

With children, take a trip to the local library to look for counting books. Encourage school-age children to share the books with younger children while practicing the concept of one more.

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WEEK 21

DAY 5

Exploring Where We Live

Social Studies

3–5 YEARS

Looking Ahead: Week 23, Day 5 provides opportunities for children to engage in pretend play focused on 3–4 settings of your choice where community helpers work (medical clinic, library, restaurant, farm, fire station, etc.). Decide what 3–4 work settings you intend to offer for this session, and collect tools for children to use in these settings. Examples: bandages, books, stethoscope, sponge, toy tractor, dishes, cooking tools.

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will broaden their understanding of geographic characteristics found in their community.

Key Concepts

Review: Geography

Materials Needed

Children's geographic characteristics made in Week 20

Also Promotes

Self-Regulation

BEGIN: [*Arrange children sitting in a circle around a large floor rug or open area. Give each child the geographic characteristic he/she made in Week 20.*]

We are learning about the characteristics of our community's geography. Last week we made different types of characteristics we can find in our community. Please look around our circle at the different things we made.

[*Name the categories of geographic characteristics children made: bridges, railroad tracks, etc. If there are many different forms of water, consider combining these into one category (water) for efficiency in the activity's song singing described below.*]

EXPLAIN: We will take turns placing our characteristic on the rug/floor. We can pretend the rug/floor is our community. Please take your characteristic to the place in our pretend community (rug/floor) where you think it should go. Then we will sing the song together about the characteristic.

Listen carefully as I sing the song.

[*Sing the song as you hold up a geographic characteristic made by a child. Example: "A bridge in our community, community, community. A bridge in our community, yes, that's what we will find!"*]



ACT: Our first characteristic is a bridge. If you made a bridge, please stand up!

Let's each place our bridge on the rug/floor. We can place our bridge wherever we would like on the rug/floor.

[*Invite all children who made a bridge to place it on the rug/floor and then sit down.*]

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Exploring Where We Live *continued*

Social Studies

Now let's sing our song. We can sing about a bridge in our community!

[*Lead children in singing the song about a bridge in their community. Continue choosing one type of geographic characteristic made by children and inviting all children who made the specific type of characteristic to place it on the rug/floor. Sing the song using the name of the characteristic.*]

RECAP: Today we sang a song about the geography of our community. We can find many things in a community!

Scaffolding Tips

Extra support ■ Although some children may prefer to put their characteristic in front of them, encourage all children to take their characteristic to a place in today's pretend community (floor/map) where they think the characteristic should be located. ■ If children have difficulty waiting for their turn, remind them that each type of characteristic will have a turn. We can sing the song together while we wait.

Enrichment ■ After children place a type of geographic characteristic in their pretend community (rug/floor), invite them to describe where the characteristic is located in their "real" community.

Center Activity

Invite children to put their geographic characteristic in the block center. Add toy cars, trucks, and people figures to extend children's play. Invite children to sing the song from today's activity as they play.

Family Child Care

Encourage children to teach their families the community song at pickup time. Invite children to sing about different geographic characteristics.

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WEEK 21

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Small Group

Skill and Goal

Motor development

Children will practice jumping over an object.

Key Concepts

Review: Jump

Materials Needed

2 pieces of string (or rope) approx. 24" long

Also Promotes

Self-Regulation

Be Prepared: Place the string or rope on the floor in parallel lines, six (or fewer) inches apart. If additional adult assistance is available, you may wish to set up two jumping stations that can be used at the same time.

BEGIN: Yesterday we practiced jumping. Remember, when we jump, our body leaves the floor (or ground) for a short time and comes down to the floor (or ground). We land on both of our feet. Let's all jump forward once and then backward once. Remember to stay in your personal space.

EXPLAIN: Today we will practice jumping over the two pieces of string that are on our floor. Each of us can try to jump over the string without our feet touching the string. We will take turns. We will jump forward.

[*Point to the two lines of string.*]

We can put our toes next to one of the strings and then jump forward.

[*Demonstrate jumping over the string.*]

ACT: [*Provide each child an opportunity to jump over the string. Provide as many turns as time permits.*]

EXPLAIN: Let's make our jumping practice a little harder. I am going to move the string farther apart. Then each of us can try to jump over both pieces of string.

ACT: [*Provide each child with an opportunity to jump. As time and interest allows, continue to move the string pieces further apart.*]

RECAP: Today we practiced jumping and landing on our feet. We practiced jumping over two pieces of string on the floor. We moved the string so we had to jump further.

Scaffolding Tips

Extra support ■ If jumping over two strings is too challenging, place one line of tape on the floor for children to jump over. As children gain skill and confidence, invite children to jump over two parallel lines of string placed close together.

Enrichment ■ For children who can easily jump over the parallel pieces of string, encourage children to jump over longer pieces of parallel string with a partner at the same time.

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WEEK 21

DAY 5

Moving Our Bodies *continued*

Physical/ Health

Center Activity

For outdoor play, provide a variety of safe objects (baseball bases, jump ropes, etc.) for children to jump over individually or with a partner. Arrange the different objects into a jumping course.

Family Child Care

Create a jumping course in an outside play area. Provide an increasing difficulty level of things to jump over.

This activity is informed by the following source: Sanders, S. W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, D.C.: National Association for the Education of Young Children

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WEEK 22 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to identify the beginning sound of familiar words (Days 2, 4)
- The name, sound, written form, and uses of the letter F (Days 2–5)

Mathematics

Counting Things

- Practicing identifying written numbers
- How to identify the number that is one more than a given number (Days 1, 3, 5)
- Drawing two sets of animals, with one set having one more (Day 2)
- How to figure out how many items we would have if we had one more item (Day 4)

Self-Regulation

Focusing & Remembering

- How to follow requests by watching and taking turns
  - *Mirror, Mirror* game (Day 1)
- How to follow requests by listening and remembering
  - *Musical Simon Says* game (Day 2)

Social-Emotional

Understanding Feelings

- When we feel lonely, we are sad because we feel like we are all alone (Day 3)
- Things we can do to help us feel better when we feel lonely (Day 3)

Social Studies

Exploring Where We Live

- How people help others in our center (Day 4) and in our community (Day 5)
- Drawing ourself doing a job as a community helper (Day 5)

Science

Exploring Life Cycles

- Drawing what may hatch from a butterfly egg (Day 1)
- Stages of a butterfly's life cycle (Days 1–3)

Physical/ Health

Moving Our Bodies

- Practicing different movement combinations
- *Moving Along the Line* game (Days 4–5)

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WEEK 22

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter R.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter R card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided



BEGIN: [*Display letter R card.*]

The word "relaxed" begins with this letter. What is the name of this letter?

Letter R says /r/, just like in the word "relaxed." /r/, /r/, relaxed. Let's together say /r/, /r/, relaxed.

Who would like to tell us another word that begins with the letter R?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to the word.*
  - *What does each word mean?*
  - *How was the word used in today's book?*]

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WEEK 22

Progress Assessment

Written Numerals

123 Mathematics

3-5 YEARS

One-to-One

Skill and Goal

Number knowledge

Children will individually demonstrate their knowledge of written numerals.

Key Concepts

Review: Count
Number

Materials Needed

10 identical blocks

*Small numeral cards 1–10 (without dots)

*Printables provided

Be Prepared: This is an **individual progress assessment** of children's knowledge of written numerals. Criteria for determining each child's performance are described at the end of the activity plan. Begin the one-to-one assessment with 4–5 children today and continue assessments with 4–5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

BEGIN: [*Place stack of numeral cards on table, face up, facing the child.*]

Today we will practice counting. We will use our number cards.

EXPLAIN: I am going to put a group of blocks in front of us. We can count them together. Then I want you to find the number card in your stack that matches the number of blocks we counted.

ACT: [*Place seven blocks in front of the child. Encourage child to point to each block as you count together.*]

We have seven blocks. Now please try to find the number card that means the same as this many blocks.

[*Record child's response on the provided form. Thank child for his/her effort. Do not comment on accuracy of responses.*]

Now let's count some more blocks together.

[*Place three blocks in front of child. Encourage the child to point to each block as you count together.*]

We have three blocks. Please try to find the number card that means this many blocks.

[*Record child's response on the provided form. Thank child for his/her effort. Do not comment on accuracy of responses.*]

You're working so hard! Let's count one more group of blocks together.

[*Place 10 blocks in front of you. Encourage the child to point to each block as you count together.*]

We have 10 blocks. Try to find the number card that means this many.

RECAP: We counted some blocks together, and then you found the numbers that tell us how many. It is fun to count with you!

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Written Numerals *continued*

DETERMINING EACH CHILD'S PERFORMANCE

Determine the child's understanding of written numerals. Record your designation for each child on the provided form. Options are as follows:

Got It Child correctly identifies the written numeral for each of the three quantities that are presented.

Getting It Child correctly identifies the written numeral for one or two of the quantities that are presented.

Not Yet Child not does correctly identify the written numeral for any of the quantities that are presented.

FOLLOW-UP LEARNING SUPPORTS FOR NUMBER NAMES

Reinforce

The following activities are designed to support children who demonstrate knowledge of numeral names and their quantities (Assessment = Got It) and children who are developing an understanding of these skills (Assessment = Getting It). Some of the follow-up activities also may be appropriate for children who do not yet demonstrate knowledge of written numerals (Assessment = Not Yet) if support is provided.

- Draw children's attention to written numerals in the classroom and in books. Ask them to name the numeral and create a group of objects of that quantity.
- Encourage children to form a group of 1–10 objects. After they have made a group, encourage them to try to write the numeral name that represents the group.
- Encourage individual children or groups of 2–3 children to do a numeral scavenger hunt in the classroom. Encourage them to use their fingers to represent the numerals they find.
- Using number lists may reinforce children's knowledge of numerals. Encourage children to use the number list and make groups of objects that correspond with each of the numerals.
- Review the first activity from Week 16, Day 3. As children name a numeral, encourage them to trace it with their finger.
- The opening activity from Week 16, Day 5 is appropriate for reviewing numerals 1–8. The final activity from this day is also appropriate to help children connect written numerals to their quantities.
- *The Great Race* game (introduced on Week 17, Day 4) is an appropriate strategy for reviewing numeral names.
- The review activity using fingers from Week 17, Day 5 is suitable for large group review. The numeral card activity from the beginning of Week 16, Day 3 can also be offered as review. Numeral cards 1–10 may be used.

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Written Numerals *continued*

Reintroduce

The following activities are designed for children who do not yet demonstrate evidence of knowing written numerals (Assessment = Not Yet).

- Reintroduce large numeral cards. The opening activity from Week 13, Day 5 is appropriate to reintroduce numerals 1–4. After children can identify groups of 1–4, the Week 16, Day 5 opening activity using numeral cards is appropriate for numerals 1–8. Note that some children may need numerals to be reintroduced individually.
- Reintroduce children to the number chart to help them connect written numerals to their quantities. The number chart activity from Week 18, Day 2 is appropriate.
- Show children numerals and assist them in making groups that have the same number. Use Unifix® cubes and numeral cards (see Week 17, Day 2). If necessary, guide children's fingers in counting the cubes. Remind them when to stop counting out cubes. Example: "Here is the number three. We need three cubes. Let's count them together. How many cubes do we need? We need three, so we need to stop counting when we have a group of three."
- Make a group of 1–5 objects. Give children two numeral cards and encourage them to choose the one that has the same numeral as the group. As children learn numerals 1–5, create groups of 1–10.

SAMPLE PORTFOLIO ENTRIES

Got It

Children in our classroom are learning to connect quantities to written numbers. This important skill helps children learn more advanced math concepts. I recently assessed Antonio's understanding of written numbers. Antonio correctly identified the numbers 3, 7, and 10 without assistance. We are offering him learning opportunities to reinforce his knowledge of written numbers.

Getting It

Children in our classroom are learning to connect quantities to written numbers. This important skill helps children learn more advanced math concepts. We recently assessed Lydia's understanding of written numbers. Lydia identified the number 3 when we counted three blocks together, but she struggled in identifying numbers 7 and 10. We are offering follow-up learning support to review these numbers and to reinforce her knowledge of numbers she has learned.

Not Yet

Children in our classroom are learning to connect quantities to written numbers. This important skill helps children learn more advanced math concepts. We recently assessed Patrick's knowledge of written numbers. Patrick did not seem ready to identify the written numbers that we worked with (3, 7, and 10). I am offering follow-up opportunities to reintroduce Patrick to these numbers and will assess his progress after he has more time to learn them.

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WEEK 22

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Be Prepared: Children place large numeral cards in order in this activity. Determine a location for children to put 10 cards in one line that will be visible to all children during the entire activity. If you opt for the floor, make sure no child's view of the line of numeral cards is obstructed and that it is easy for children to place their card in the line. Display a number list for children to use as a reference.

Skill and Goal

Number knowledge

Children will determine the correct order of numerals 1–10 by identifying the number that is one more than a given number.

Key Concepts

Review: One more

Materials Needed

*Large numeral cards 1–10

*Number list

*Printables provided

Optional Reading

Over in the Meadow by Olive A. Wadsworth

BEGIN: [*Display several large numeral cards.*]

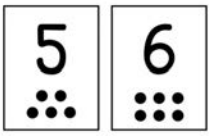
Let's find out if we can put 10 different number cards in the right order.

EXPLAIN: I am going to hand out number cards to 10 people. Each person will get a different number. We will put our numbers in order from 1–10. Then we will do this again with 10 other people so everyone gets a turn.

[*Hand out one large numeral card to each of 10 children as they remain sitting. Ask each child to name the numeral.*]

ACT: Let's start with the number five. If you have the number five, please place it (location name).

Now if you have the number that is one more than five, please place your card next to the number five.



Who has the number that is one more than five?

It's the number six! A number that is one more than another number is always the number after that number.

[*Encourage children to look at the number list for help, if necessary.*]

1	2	3	4	5	6	7	8	9	10

- Who has the number one? Please place your card in our line of numbers.

  [*Encourage child to leave several spaces for cards that come after number one.*]
- What number is one more than one?
- Who has number two? Please place your card after number one.

[*Continue this process for the following numerals:*

- *one more than numeral two*
- *one more than numeral six*
- *one more than numeral seven*]

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Counting Things *continued*

Let's count our numbers to see what we are missing. 1, 2, 3. . . . What number is one more than number three? It will be the number after number three.

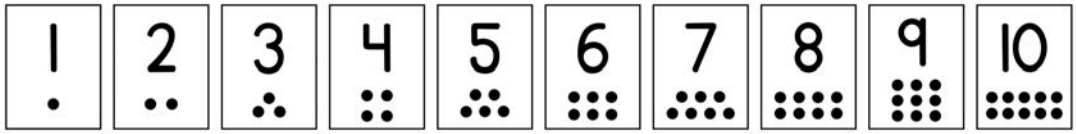
We need number four, please!

Let's try counting again. 1, 2, 3, 4, 5, 6, 7, 8. . . . What number is one more than eight?

It's number nine! Number nine is one more than eight. Number nine, please place your card after number eight. Let's count again. 1, 2, 3, 4, 5, 6, 7, 8, 9. . . . What is our last number? Our last number is one more than nine.

It's number 10! Does number 10 come after number nine? Yes it does! Number 10, please place your card after number nine.

Let's count our numbers one more time to be sure we have them all in the correct order. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10! We did a great job putting all of our numbers in the correct order!



[*Repeat the activity with remaining children. If more than 10 children remain, form several pairs of children who work as a team in identifying and contributing their numeral.*]

RECAP: Today we put our numbers in order by figuring out the number that was one more than another number.

Scaffolding Tips

Extra support ■ To help children identify a number that is "one more," point to and say the numeral that is given, and remind children that the number they are looking for comes after the number you are pointing to. Another option is to point to the given numeral's placement in the number list.

Enrichment ■ Ask children to identify the number that comes one before a number you specify.

123 Center Activity

Provide a set of *small numeral cards 1–10. Invite children to mix up the cards and then put them in order. Provide a *number list for children to use as a reference.

*Printables provided

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Counting Things *continued*

Family Child Care

Write a series of larger numerals greater than 10 on index cards, and then mix them up. Encourage school-age children to practice putting the larger numerals in order.

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WEEK 22

DAY 1

Focusing & Remembering

Self-Regulation

3-5 YEARS

Be Prepared: If time permits, offer the "Silly Faces Song" from Week 21, 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 21, Day 2. The game for today may be less challenging when offered again at a later point.

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

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)

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WEEK 22
DAY 1

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.

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WEEK 22

DAY 1

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of the first stage of a butterfly's life cycle. Children will also understand that a butterfly changes from one thing to a completely different thing as it grows (metamorphosis).

Key Concepts

Review: Life cycle
Metamorphosis

Materials Needed

*5 pictures as shown
Science journals
Drawing tools

*Printables provided

BEGIN: We are learning a lot about how living things grow and change over time. Remember, we call this a life cycle.

Some animals start life inside their mother. Other types of animals start life in an egg.

ASK:
- What are some living things that start life inside their mothers? (people, dogs, cats)
- What are some living things that start life inside an egg? (chicken, penguin, frog)

EXPLAIN: Many animals look like their parents when they are born. A dog is one of the animals that looks like its parent when it is born.

[*Display photo of puppies and mother dog. Point to the puppies and the mother dog as you describe each.*]



radivari/flickr.com/(CC BY-NC 2.0)

We looked at this picture of puppies and their mother several weeks ago. The puppies are smaller than their mother, but the puppies' other characteristics are like their mother's characteristics. Puppies have fur, a tail, and four legs, just like their mother.

Some animals do not look like their parent when they are born.

ASK: What animal did we learn about last week that does not look like its parent when it is born? (frog)

EXPLAIN: [*Display pictures of tadpoles and an adult frog. Point to tadpoles and the adult frog as you describe each.*]



Trish Hartmann/flickr.com/(CC BY 2.0)

Remember, a frog begins its life inside an egg. But a frog does not hatch from the egg.

ASK: What hatches from a frog egg? (a tadpole)

EXPLAIN: A tadpole looks very different from an adult frog. It goes through a metamorphosis. We know that metamorphosis means something changes from one thing to a completely different thing. Let's together say the word metamorphosis: met-a-mor-pho-sis.



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WEEK 22
DAY 1

Exploring Life Cycles *continued*

Science

This week we are going to learn about the life cycle of another animal that goes through a metamorphosis.



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[*Display picture of a butterfly.*]

ACT: Raise your hand if you've ever seen a butterfly!

ASK:

- What do you remember about the butterfly you saw?
- What are some of the characteristics of the butterfly in this picture?
- A butterfly is an insect. What do you remember about insects? (six legs, use antennae to help them smell and feel things, some have a stinger to protect themselves against things that may hurt them)



EXPLAIN: [*Display picture of butterfly eggs alongside picture of butterfly.*]

The life of a butterfly begins in an egg. Here is a picture of butterfly eggs. The eggs are laid on a leaf by an adult butterfly.

A baby butterfly does not hatch from a butterfly egg. Something else comes out of the butterfly egg.

Today we are going to think about what might hatch from a butterfly egg. We will draw a picture of what we think comes out of a butterfly egg in our science journals. Tomorrow we will find out what hatches from a butterfly egg. Remember, a baby butterfly does not hatch from a butterfly egg.

ACT: [*Pass out science journals and drawing tools. Encourage children to draw what they think may hatch from a butterfly egg.*

As children draw, ask them to describe their picture. (shape, color, etc.) Label the picture with the characteristics the children mention. Put "What Hatches Guess" at top of drawing.]

RECAP: Today we learned that a butterfly goes through a metamorphosis. We know that frogs also go through a metamorphosis. A butterfly begins its life in an egg. But a baby butterfly does not hatch from the egg. We drew pictures in our science journals about what may hatch from a butterfly egg.

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WEEK 22

DAY 1

Exploring Life Cycles *continued*

Science

Scaffolding Tips

Extra support ■ If a child announces that a caterpillar hatches from a butterfly egg, encourage the child to draw this idea in his/her science journal. Refrain from saying "you are right." All children need an opportunity to think about and draw their ideas.

Enrichment ■ Explain that butterflies have a short life span (one week to nine months). Some types (species) of butterflies live longer than others. The butterfly's size and the area where it lives also influence the length of a butterfly's life.

Center Activity

Provide insect headbands (Week 10) and butterfly wings. The wings can be made from poster board or a scarf and attached with clothespins. Encourage children to pretend to be butterflies.

Family Child Care

Visit a park or area that has flowers. Invite children to look for butterflies.

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WEEK 22

DAY 2

Understanding Letters

Language/ Literacy

3-5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children also will identify and name the letter F.

Key Concepts

Review: Frog

Materials Needed

*Picture cards (see Be Prepared)

Chart paper

Marker

*Letter F card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Use the following picture cards for today's activity:

B—bell, box, bat
S—sun, sock, sand
R—rain, rug, ring
E—elephants, egg, elbow
O—ostrich, owl, olive

BEGIN: We are learning about the beginning sounds in words. We are going to play a sound game today. We will play the game we played last week but with different sounds.

EXPLAIN: [*Spread out the 15 picture cards on the floor or a table (see Be Prepared).*]

I am going to say a letter sound to each of you, one at a time. When I say a letter sound, please try to find a picture that begins with the same letter sound. Let me remind you how to play.

ACT: I am going to look for a picture that begins with the /r/ sound. Let me say the sound again: /r-r-r/. Now let's say the sound together: /r-r-r/.

- [*Pick up a picture that does not begin with the /r/ sound and say the name of the picture as you clearly enunciate the beginning sound. Example: "This is a picture of a bat. I hear a /b/, /b/, /b/ sound at the beginning of bat. Bat does not begin with an /r/ sound."*
- *Repeat the explanation with one more picture that does not begin with the /r/ sound.*
- *Then choose a picture that does begin with the /r/ sound. Example: "This is a rug. I hear an /r-r-r/ sound at the beginning of rug!"*]

Now we will each have a turn to look for a picture.

[*Ask each child, one at a time, to find a picture card that begins with a sound you say aloud. Be sure to clearly enunciate one of the five letter sounds (/b/, /e/, /s/, /o/, /r/). Continue until all children have had a turn.*

If time permits, engage children in the game described below. Otherwise skip to the activity segment on the letter F.]

EXPLAIN: Now we will play another game. Each of us will get a picture that we will place face down on the table. We will work in pairs and take turns turning over the pictures and figuring out if both pictures begin with the same letter sound. Let's try one together.

ACT: [*Place two picture cards with different beginning letter sounds face down in front of you.*]

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Understanding Letters *continued*

When I turn these pictures over, we will figure out if they both begin with the same letter sound.

[*Turn both picture cards face up and say the name of each picture as you clearly enunciate the beginning sound of each word.*]

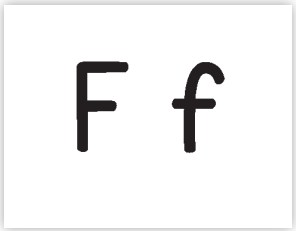
ASK:
- Do these pictures begin with the same sound? How do we know?
- What sound does each picture begin with?

ACT: Now let's take turns turning over our own pictures.

[*Give each child a picture card, making sure that some picture cards have letter sounds that are the same. Invite pairs of children to turn over their picture cards. Encourage each child in the pair to say the name of his/her picture card, and then together determine if the picture cards begin with the same sound or different letter sounds. Then ask children to name the letter sound(s) the picture cards begin with. Continue as time allows.*]

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter F card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter F. We can write the letter F in two ways. We can write the letter F like this.

[*Demonstrate writing an uppercase F at the top of a chart paper.*]

This is an uppercase F.

We can also write the letter F like this.

[*Demonstrate writing a lowercase f at the top of a chart paper.*]

This is a lowercase f.

The word "frog" begins with the letter f. Last week we learned about the life cycle of a frog. We know that a frog begins its life in an egg and grows and changes into an adult frog.

I will write this word on our chart. I am going to write the word "frog" with a lowercase (small letter) f.

[*Say each letter as you write the word. Emphasize f.*]

Let's all say the word "frog."

[*Invite a volunteer child to point to the letter f in the word "frog."*]

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Understanding Letters *continued*

Let's look at the very first letter of our name. Pop up if you have the letter F at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have an F at the beginning of their name. If there are children whose name begins with the letter F who do not stand, point to the letter F on their name card. Compare the letter F in their name as you hold the letter F card next to their name card.*

If no one in the group has a first name beginning with the letter F, say "No one popped up because no one has a name that starts with the letter F." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter F.

If a child indicates there is a letter F in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter f that appears somewhere else in a child's name.]

RECAP: Today we played a game with pictures. We found a picture that began with the same beginning letter sound as a sound I said.

We also learned about the letter F. What is a word that begins with the letter f? (frog)

Scaffolding Tips

Extra support ■ If children are unsure if their pictures begin with the same letter sound, say the names of the items in the pictures as you enunciate clearly the beginning sound. ■ Narrow children's choices by providing 2–3 pictures and saying the name of each of the 2–3 pictures as you enunciate the beginning sound.

Enrichment ■ In the opening segment of the activity plan, encourage children to think of and say other words that begin (and do not begin) with the /r/ sound. ■ In the optional segment where children compare two picture cards, children have cards that do not begin with the same letter sound. Ask them to think of an item that begins with the same letter sound as each pictured item.

Center Activity

Provide *picture cards used in today's activity. Encourage children to sort the cards by initial sound.

*Printables provided

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WEEK 22

DAY 2

Understanding Letters *continued*

Language/ Literacy

Family Child Care

Discuss family member names with children. Ask children what sound they hear at the beginning of family member names. Do any of the names begin with the same letter sound?

The beginning sounds activities are described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 22

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will draw two sets of flying animals, with one set representing one more animal than the other set.

Key Concepts

Review: One more

Materials Needed

*3 pictures as shown

Prepared paper—1 per child (see Be Prepared)

Drawing tools

*Printables provided

Be Prepared: In the upper right corner of each sheet of paper, write one numeral between 1–9. Use a range of numerals to accommodate differences in children's knowledge of numeral names and the quantities they represent. Prepare one sheet of paper with a large numeral three in the upper right corner for your demonstration. Distribute the pieces of paper to individual children according to your understanding of their numeral knowledge. Examples: Give a smaller numeral to children who are familiar with smaller but not larger numerals. Give a larger numeral to children who are familiar with larger numerals.

BEGIN: Today we will draw and count animals that can fly. What animals are shown in these pictures?

[*Display the three pictures, one at a time. Repeat children's correct responses: bird, bee, butterfly.*]



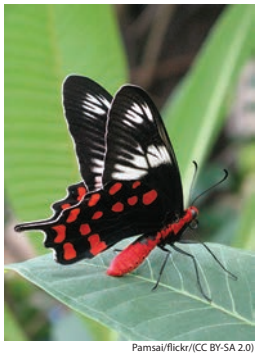
EXPLAIN: [*Display a prepared piece of paper, with the large numeral three in the upper right corner, as you describe the paper and actions below.*]



William Cho/flickr/(CC BY-SA 2.0)

Each of us will get a piece of paper to draw on. We can draw two different types of flying animals. You choose the animals you want to draw. The choices are birds, bees, or butterflies.

There is a number at the top of our paper. The number tells how many of our first animal we are to draw.



Pamsai/flickr/(CC BY-SA 2.0)

ASK:

- What is the number on the paper I am holding? (three)
- One of the animals I want to draw is butterflies. How many butterflies will I draw? (three)

EXPLAIN: Remember, we draw two different animals that fly. For our second animal, we draw one more than our first animal.

I will draw three butterflies for my first animal. I want to draw a bee for my second animal.

ASK: How many bees will I draw? (four)

EXPLAIN: Four is one more than three. I will draw three butterflies and four bees. My paper will have one more bee than butterflies.

ACT: [*Give each child a piece of paper with a numeral you anticipate will be appropriately challenging. Encourage children to draw what they think*

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Counting Things *continued*

the animal looks like. The activity is not intended to promote copying the displayed pictures.

Encourage children to count the number of drawings of their first animal before beginning to draw the second animal.

Children may wish to draw their first animal on the top half of their page and the second animal on the bottom half of their page.]

RECAP: Each of us drew two different animals that fly. We looked at the number on our paper to know how many of our first animal to draw. How did we know how many of our second animal to draw? (one more than the first animal)

Scaffolding Tips

Extra support ■ If drawing an animal is too challenging, children can use an X mark for drawing the first animal and a straight line for drawing the second animal. ■ If children seem uncertain about drawing the correct number of animals, encourage them to make small dots in separate sections of their page to represent each animal (one section for the first animal, one section for the second animal).

Enrichment ■ Ask children to say the beginning sound of the three animal names. ■ Invite children to tell the two animals they drew. Then ask, "Did you draw more (first animal) than (second animal)?" (no)

123 Center Activity

Supply colored pom-poms to represent animals that fly. Invite children to choose a *small numeral card from 1–10 and count out the same number of pom-poms using tweezers for fine motor practice.

*Printables provided

Family Child Care

Encourage children to show their families how they drew "one more" animal that flies.

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WEEK 22

DAY 2

Focusing & Remembering

Self-Regulation

3-5 YEARS

Large Group

Skill and Goal

Executive function

Children will remember actions that correspond to specific sounds.

Key Concepts

Review: Musical instrument

Materials Needed

3 musical instruments (shaker, bell, drum)

Rhythm stick, cymbals, triangle (see Enrichment tip)

Be Prepared: If time permits, offer *Mirror, Mirror* from Week 22, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Mirror, Mirror* from Week 22, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game with music. This game is called *Musical Simon Says*. We will use three musical instruments to play this game. We know that a musical instrument makes music when it is played. We will use a shaker, bell, and drum. Let's listen to the sound of each instrument first.

[*Play each instrument, one at a time, and describe its sound. Example: "A drum makes a 'boom, boom' sound."*]

EXPLAIN: Each time I play one of the instruments, we are going to move our bodies in a certain way. When I stop playing an instrument, we will freeze and stop moving our bodies. Let's practice with the shaker first. Let's wiggle our hips when we hear the shaker.

ACT: [*Play the shaker for several seconds as children practice wiggling their hips.*]

Now let's shake our hands in the air when we hear the bell.

[*Play the bell for several seconds as children practice shaking their hands in the air.*]



Our last instrument is the drum. Let's stomp our feet when we hear the drum.

[*Play the drum for several seconds as children practice stomping their feet.*]

Great job moving parts of your body in different ways! Now when I play each instrument, we'll move our bodies the way we practiced.

What will we do when we hear the shaker? (wiggle our hips) What will we do when we hear the bell? (shake our hands in the air) What will we do when we hear the drum? (stomp our feet) Let's try it!

[*Play each instrument for several seconds as children move their bodies in the intended ways. As children become more accustomed to the movement associated with the sound of each instrument, play each instrument for a shorter period of time.*]

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WEEK 22

DAY 2

Focusing & Remembering *continued*

Self-Regulation

RECAP: Today we played a game with music. What did we do when we heard the musical instruments during the *Musical Simon Says* game?

Scaffolding Tips

Extra support ■ Say each action as you play the instrument for children who need additional help with memory. Example: As you play the bell, say "shake your hands."

Enrichment ■ Invite three children to take turns playing one of the instruments as the other children move their bodies. In addition, encourage children to freeze when you stop playing each instrument. ■ Try mixing up instrument sounds. Example: Play the drum first, then the shaker, then the shaker again, then the bell. ■ Invite children to try another rule change for *Musical Simon Says*: Invite children to wiggle their knees when a rhythm stick is played, clap their hands when cymbals are played, and tap their knees when a triangle is played. Encourage children to stop when each instrument is stopped.

Center Activity

Provide several different musical instruments and encourage children to continue playing *Musical Simon Says*.

Family Child Care

Invite children to tell family members about the *Musical Simon Says* game at pick up time. Encourage families to try it at home. Also, if you do not have musical instruments, use items from your home. Examples: hitting a kitchen pot with a wooden spoon, tapping a mug with a spoon, and hitting two pan lids together.

The *Musical Simon Says* 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.

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WEEK 22

DAY 2

Exploring Life Cycles

Science

3-5 YEARS

Be Prepared: If time is limited, you may wish to stop reading the book just prior to the description of how human beings are different from a butterfly. Also, the "Did You Know" pages at the end of the book offer supplemental information (see Enrichment tip).

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a butterfly's life cycle.

Key Concepts

New: Caterpillar
Chrysalis

Review: Metamorphosis

Materials Needed

Are You a Butterfly? by Judy Allen and Tudor Humphries

*4 pictures as shown

*Printables provided

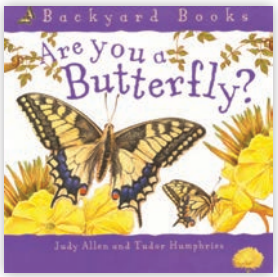
Optional Reading

National Geographic Readers: Caterpillar to Butterfly by Laura Marsh

BEGIN: Yesterday each of us drew a picture of what might hatch from a butterfly egg. What do you think hatches from a butterfly egg?

EXPLAIN: Today we are going to learn what hatches from a butterfly egg! We will learn about the stages of a butterfly's life cycle by reading a book.

[*Display book cover.*]



Our book is called *Are You a Butterfly?* It was written by Judy Allen and Tudor Humphries.

ACT: [*Pause as you read the book to describe illustrations (example: point to butterflies shown on an early page) and respond to children's comments or questions. Emphasize that the butterfly goes through many changes while it is growing.*]

EXPLAIN: Let's look at some pictures of a butterfly's life cycle. We know that the life cycle begins with butterfly eggs.

[*Display picture of butterfly eggs.*]



ASK:

- What do we see in this picture? (many eggs on a leaf)
- What hatches from the eggs? (caterpillars)
- Did you guess that a caterpillar would hatch from a butterfly egg?

[*Display picture of a caterpillar.*]


Vicki DeLoach/flickr.com/(CC BY-NC-ND 2.0)

EXPLAIN: A **caterpillar** is like a worm with many legs. A caterpillar is tiny when it hatches. It is so small, we can barely see it. Our book told us that a caterpillar is very hungry after it hatches. It eats a lot and gets bigger and bigger.

ASK: What do caterpillars eat? (leaves from the plant that they hatched on)

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Exploring Life Cycles *continued*

Science

EXPLAIN: The leaves also give the caterpillar the water it needs. Remember, all living things need water. The caterpillar goes through some amazing changes after it has grown to its full size. The caterpillar makes a chrysalis when it has grown to its full size. Let's together say the word chrysalis: chry-sal-is.

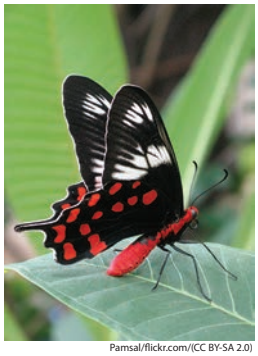
[*Display picture of a chrysalis.*]



Sid Mosdell/flickr.com/(CC BY 2.0)

The **chrysalis** is the hard outer part around the changing caterpillar. Our book described the many changes the caterpillar goes through inside the chrysalis.

[*Display picture of a butterfly.*]



Pamsal/flickr.com/(CC BY-SA 2.0)

When the butterfly hatches from the chrysalis, its wings need to dry before it is ready to fly. Now the butterfly is an adult.

ASK: What will the butterfly do to start the life cycle again? (lay eggs)

EXPLAIN: Butterflies do not look like their parents when they are born. We know that living things that do not look like their parents when they are born go through a metamorphosis.

RECAP: Today we learned about the life cycle of a butterfly. Some living things, like frogs and butterflies, look completely different from their parents when they are born!

Scaffolding Tips

Extra support ■ As you describe each stage of a butterfly's life cycle, display and discuss pertinent pictures in the book.

Enrichment ■ If children are interested in learning more about butterflies, read aloud and discuss the "Did You Know . . ." section at the end of the book.

Center Activity

Supply *butterfly life cycle sequencing cards. Encourage children to put the cards in the correct sequence.

*Printables provided

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Life Cycles *continued*

Family Child Care

There are many books available that describe the life cycle of a butterfly. Look for book options at your local library. If you have access to the Internet, invite children to watch a video of the life cycle of a butterfly.

This activity is informed by the following sources: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The scientific literacy project. Retrieved from: http://www.purduescientificliteracyproject.org/; Murphy, A. (2005) *The life of a butterfly*. Waterbury, CT: Abrams & Company Publishers, Inc.

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WEEK 22

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter F card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

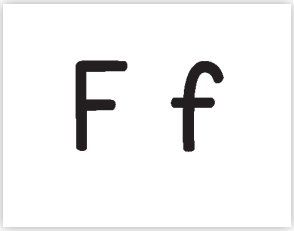
*Printables provided

BEGIN: [*Display letter F card.*]

What is the name of this letter?

[*Point to the uppercase letter F on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter F?



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 22

DAY 3

Counting Things

123 Mathematics

Be Prepared: Use masking tape to create a number line on the floor. Number the line from 1–10 with index cards taped to the floor. Create two number lines if you have a large group of children.

3-5 YEARS

Large/Small Group

Skill and Goal

Number knowledge

Children will count to a given number and then count one more.

Key Concepts

Review: One more

Materials Needed

Masking tape

10 index cards

Also Promotes

Self-Regulation



BEGIN: Today we will play a game called *Momma Frog Says!* (or *Papa Frog Says!*). You will be the baby frogs and I will be the Momma (or Papa) Frog! We will use the number line that is on our floor for this game.

EXPLAIN: I will invite each of you to hop a certain number of times on our number line on the floor. When I invite you to hop, you will hop on each number until you get to the number I've said. I will show you first.

[*Demonstrate how to hop from numeral to numeral as you explain the game.*]

If I say, "Momma Frog says hop two times," you will hop on number one and then hop on number two.

[*Hop twice.*]

ASK: What number am I on? (two)

EXPLAIN: Now I will say, "Momma Frog says hop one more time." Then you would hop one more time.

[*Hop once.*]

ASK: What number am I on now?

EXPLAIN: I am on number three! Three is one more than two.

ACT: [*Invite children to take turns. Invite each child to hop a specific number of times and then hop "one more time." Then ask what numeral the child is on. Continue until all children have had a turn. If you have a large group, form two groups of children with two number lines on the floor. Alternate groups in taking a turn so children in one group can watch children in the other group add one more hop.*]

RECAP: Today we played a game called *Momma Frog Says*! Each of us jumped the number of times that Momma Frog said and then jumped one more time. Let's pretend we are frogs again and jump in place 10 times as we count to 10!

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Counting Things *continued*

Scaffolding Tips

Extra support ■ If children need additional assistance with determining which numeral is one more, point to and say each numeral on a number line. ■ Encourage children to hop the specified number only. Some children may be tempted to hop more times than they've been asked to hop or may find it challenging to wait for the "one more time" request. Encourage children to take a deep breath, relax their muscles, and listen carefully for how many times to hop.

Enrichment ■ Invite children to hop two more times. Then ask which numeral is two more.

123 Center Activity

Supply watercolor paints and pieces of paper with a numeral from 1–10 at the top. Invite children to choose a paper and paint the number of frogs that is one more than the numeral at the top of the paper.

Family Child Care

At pickup time, encourage children to demonstrate how old they are by jumping on the number line and then showing/telling parents how old they will be in one more year by jumping one more time. Also, practice the concept of "one more" throughout the day. Example: When putting plates out for snack or lunch, ask children how many plates you would have if you put out one more plate.

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WEEK 22

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel lonely.

Key Concepts

New: Lonely

Review: Sad

Materials Needed

*Things That Make Us Feel Better poster (Week 11, Day 3)

Also Promotes

Self-Regulation

*Printables provided

BEGIN: Today we are going to talk about an emotion that is a lot like feeling sad. What might our face look like when we feel sad? (we may cry, we may have a frown on our face)

We can feel sad for many reasons. Sometimes we feel sad because we are lonely. When we feel **lonely**, we are sad because we feel like we are all by ourselves, or alone.



EXPLAIN: It's okay to feel lonely. We might feel lonely because we have no one to play with. We might feel lonely because a family member has gone away for a while. We might feel lonely when we move to a new place where we do not know anyone. I felt lonely when _____.

ASK: Have you ever felt lonely? What happened?

EXPLAIN: It is good for us to talk to an adult when we are feeling lonely. We can also do some of the things that make us feel better when we are sad. Remember, we have a poster with pictures of things to do to help us feel better. Let's look at our poster.

ACT: [*Display Things That Make Us Feel Better poster.*]

Look at all of the things our friendly fox is doing to feel better.

[*Point to and ask questions for each picture you think would be of special interest to children in your classroom:*]

- What is the fox doing in this picture?
- How might this activity help us feel better when we feel lonely?
- Have you ever done what the fox is doing in the picture to help you feel better when you were lonely? Tell us about it.

RECAP: Today we learned about feeling lonely. Each of us can feel lonely sometimes. There are many reasons we might feel lonely. The friendly fox on our poster showed us some things we can do to help us feel better when we feel lonely. We also might feel better if we talked with an adult about feeling lonely.

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WEEK 22

DAY 3

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ If children have difficulty expressing how an activity might make them feel better when they are lonely, give hints. Example: "How might riding your bike help you feel better if you feel lonely and have no one to play with?"

Enrichment ■ Invite children to suggest other activities to do when they feel lonely.

Center Activity

Provide *Things That Make Us Feel Better cards and poster. Invite children to arrange cards into the three categories listed on the poster while using the poster as a reference.

*Printables provided



Family Child Care

If a child(ren) in your care is feeling lonely because a family member is away, you may wish to read age-appropriate books related to this situation. Examples: *Night Catch* by Brenda Ehrmantraut and *When I Miss You* by Cornelia Maude Spelman.

The Things That Make Us Feel Better poster and cards were adapted with permission from: Families Overcoming Under Stress (FOCUS), University of California, Los Angeles Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles.

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WEEK 22

DAY 3

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will deepen their understanding of a butterfly's life cycle.

Key Concepts

New: Riddle

Materials Needed

*4 pictures as shown

Science journals

*Printables provided

Optional Reading

From Caterpillar to Butterfly by Deborah Heiligman

BEGIN: We are learning about the life cycle of a butterfly.

[*Display four pictures of the butterfly life cycle. As you describe each stage with the following riddles, point to the pertinent picture.*]





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Sid Mosdell/flickr.com/(CC BY 2.0)



Pamsal/flickr.com/(CC BY-SA 2.0)

EXPLAIN: We are going to use riddles to help us remember the stages of a butterfly's life cycle. A **riddle** is a fun way to ask a question. I will ask a question using a riddle, and we will try to figure out the answer to the riddle!

ASK:

- I am small and sit on a leaf until something inside of me hatches. What am I? (egg)
- I hatch from a butterfly egg and crawl around eating leaves. What am I? (caterpillar)
- I am a hard outer part. A caterpillar goes through many changes (a metamorphosis) inside me. What am I? (chrysalis)
- I have hatched from the chrysalis and have wings and fly through the sky. What am I? (butterfly)

ACT: Let's act out the stages of a butterfly's life cycle!

- [*In an area near a wall, invite children to crouch down and form a ball with their heads down and hands wrapped around their legs, pretending they are a butterfly egg.*
- *Then invite children to "hatch from the egg" by raising their heads and slowly stretching out.*
- *Next encourage children to crawl slowly on the floor pretending to eat leaves as a caterpillar.*
- *Invite children to "crawl up the stem of the plant" (wall) with hands and elbows close to their bodies. Encourage children to pretend to build a chrysalis around themselves.*
- *Count to 14 as children hold very still, telling them that this is about how many days they will stay in their chrysalis.*

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Exploring Life Cycles *continued*

Science

- *Now invite children to slowly lower their arms to their sides and shake them free into "wings."*
- *Invite children to fly like a butterfly!*

If time permits:]



EXPLAIN: On Day 1 we thought about what hatches from a butterfly egg.

[*Pass out science journals and help children to turn to the correct page.*]

ASK:
- Who would like to tell us about what they drew?
- Were you surprised to learn that a caterpillar hatches from a butterfly egg?

RECAP: Today we solved riddles about the life cycle of a butterfly and acted out the life cycle of a butterfly. We are learning a lot about the life cycle of a butterfly!

Scaffolding Tips

Extra support ■ if children seem uncertain about the stage during the riddle segment or enactment of stages, point to and describe specific aspects as shown in provided pictures.

Enrichment ■ Invite children to act out the life cycle of a butterfly with few or no prompts from you. Encourage them to explain what is happening as they act out each stage of the life cycle.

Center Activity

Provide play dough and sculpting tools. Invite children to create a butterfly or caterpillar. Encourage children to add details to their creations.

Family Child Care

Encourage school-age children to hold up pictures as younger children act out the life cycle of a chicken. Ask younger children to describe how the butterfly and chicken life cycles are different.

This activity is informed by the following sources: Mantzicopoulos, P., Patrick, H., & Samarapungavan, A. (n.d.). The scientific literacy project. Retrieved from: http://www.purduescientificliteracyproject.org/; Murphy, A. (2005) *The life of a butterfly*. Waterbury, CT: Abrams & Company Publishers, Inc.

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WEEK 22

DAY 4

Understanding Letters

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will identify the initial sound of familiar words. Children also will understand the name and sound of the letter F.

Key Concepts

Review: Beginning sound

Materials Needed

*Picture cards (see Be Prepared)

*Letter cards B, C, P, M, and H

Chart paper

*Letter F card

*4 letter F picture cards

Chart from Day 2

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

Be Prepared: Use the following picture cards for today's activity. If more cards are necessary, include cards used in Day 2:

B—bull, bed, bus, bug, bag, bib
M—mail, moon, map, magnet
H—hip, hot, hill, hop, happy
P—pig, pool, pan, paint
C—cup, cut, calf, cub, cast

BEGIN: We are going to play another beginning sound game today. Let me show you.

ACT: [*Place picture cards B, C, P, M, and H face up on a table. Keep one card for yourself and give each child a card (see Be Prepared).*]

I have a picture of a bull. I know that bull begins with the /b/ sound. Bull.

What letter makes the /b/ sound?

The letter B makes the /b/ sound. I will place my picture of a bull on top of the letter B. Now it is your turn to try!

[*Invite each child to say the name of the picture on his/her card, determine the letter that makes the initial sound, and place his/her picture on the letter pile that matches the beginning letter sound of his/her picture.*]

EXPLAIN: Now let's play a funny name game.

We know that each of our names has a beginning sound. The name "Bill" begins with the /b/ sound.

A name can sound different without its beginning sound. If I took off the /b/ sound from the beginning of the name "Bill," we would have the word "ill." "Ill" is what is left of the name "Bill" when we take off the /b/ sound.

Let's try another one. Let's try the name "Daniel." Let's take off the /d/ sound from the beginning of the name "Daniel."

ASK: If we took off the /d/ sound from the beginning of the name "Daniel," what funny word would we have left? (aniel)

EXPLAIN: We would have the word "aniel." This is a funny game!

Now let's try our own names. I am going to say one of your names without its beginning sound. Let's see if we can guess whose name I am saying. Raise your hand if you think I am saying your name without its beginning sound.

ACT: [*Say each child's name, one at a time, without its beginning sound. Encourage each child to raise his/her hand if he/she believes you are*

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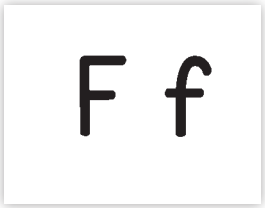
Understanding Letters *continued*

saying his/her name. Encourage the child to say his/her name without the initial sound (repeat what you say). Remind children not to say whose name they think it is out loud so that each child will have a turn determining if you are saying his/her name. Continue until you've said each child's name.]

EXPLAIN: Let's learn more about the letter F.

[*Display letter F card.*

If a child(ren) whose name begins with the letter F was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter F when you say the name.]



Maybe someone in our group has the letter f somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase f, and it will look like this.

[*Point to the lowercase f on the letter card.*]

Pop up if you have the letter f somewhere else in your name (not at beginning).

[*If a child has the letter f somewhere else in his/her name, point to the name and to the letter f on the list of children's first names so all children can see the name and the letter f.*]

ASK: What is our word that begins with the letter F? (frog)

ACT: The letter F says /f/, just like at the beginning of the word "frog." /f/, /f/, frog. Let's say that together: /f/, /f/, frog.

I have two pictures of things that begin with the letter F. I wonder what they could be?



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Wil Taylor/flickr/(CC BY-NC-ND 2.0)



[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says fish. The letter f is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter F and write them on our chart. Remember, the letter F says /f/, /f/.

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Understanding Letters *continued*

[*Help children by suggesting other words that begin with f. Examples: flamingo, fly, feather, find.*

Invite one or more volunteer children to find the letter f in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to make the uppercase letter F on your chart paper.]

We use three lines to make an uppercase F. We begin by making a straight line up and then two short lines across.

[*Give each child his/her letter journal.*]

Now we are going to write the letter F in our letter journal. Please write the uppercase (big) letter F in your journal. Write as much of the letter as you can.

RECAP: Today we played a funny game where we listened for our name without its beginning sound. Did your name sound the same without its beginning sound?

We also learned that the letter F says /f/, just like at the beginning of the word "frog." We made the uppercase (big) letter F in our letter journal. Let's say together the sound the letter F makes (/f/).

Scaffolding Tips

Extra support ■ If children have difficulty determining whether you are saying their name without its initial sound, elongate the initial sound first, pause, and then say the remainder of the name. Example: /S-S-S/. . . andy. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Ask children to remove the beginning sound from other words. Example: "What would be left if we took the /f/ sound away from the word 'fish'?" ■ Some children may be interested in your demonstrating and describing how to make a lowercase f. Example: "A lowercase f is made with a line that curves and then goes straight down with a straight line across."

Center Activity

Provide children with *letter cards M, P, and H. Also provide a *picture of ice. Invite children to make new words by adding one of the three letters to the word "ice." Example: "Adding the letter M to 'ice' would make the word 'mice.'" You may also wish to add a second set of letters (S, F, and B) and *picture (ear) for children to try.

*Printables provided





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WEEK 22

DAY 4

Understanding Letters *continued*

Language/ Literacy

Family Child Care

Practice taking the initial sound away from foods at lunch or snack time and see if children can guess the food item. Example: "Would you like some 'orn'?" (corn) "Would you like some 'oup'?" (soup) Ask children to say the letter sound that is missing from the beginning of the word.

The beginning sounds activities are described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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WEEK 22

DAY 4

Counting Things

123 Mathematics

Be Prepared: Place a number list close to the activity for children to use as a reference, if needed.

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will determine the size of a group that has one more.

Key Concepts

Review: One more

Materials Needed

Small counting items of the same color and size, such as circle counters, animal counters, or blocks—5–9 per child

*Number list (Extra Support tip)

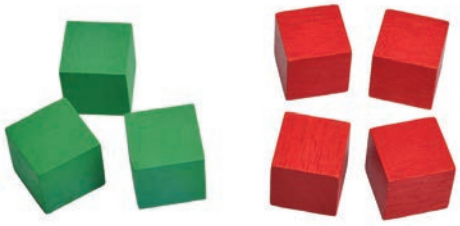
*Printables provided

Optional Reading

The Button Box by Margarette S. Reid

BEGIN: We are learning more about how to find a number that comes after another number. Today we will work with some items we can count.

[*Display two groups of counting items. One group should have three items of the same size and color, and the second group should have four items of the same size and color.*]



EXPLAIN: Please look at these two groups. I have a group of three _____ and a group of four _____. Which group has one more? How do we know?

I am going to give each of you a group of items. Please count your items when I give them to you. Then each of us can talk about the items in our group.

[*Give each child a small group of 5–9 counting items. Each child does not need the same number of items. Invite each child to:*

- *say how many items are in his/her group*
- *say how many items he/she would have if one more item was added to his/her group*

After all children have had an opportunity to talk about their group of items, collect the items. If time permits, repeat the process by giving each child a set of items different in number from the first round.]

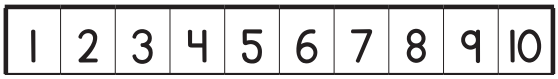
RECAP: Today we counted items in a group. We figured out how many items we would have if we had one more item.

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Counting Things *continued*

Scaffolding Tips



Extra support ■ For children who need additional experience in determining "one more," point to the numeral on the number list that represents the number of items in their group, give an additional item, and ask the child to point to the numeral on the number list that represents one more. Another option is to invite a child to place each of the items in his/her group on a numeral on the number line, beginning with numeral one. Count the items. Then ask how many items he/she would have if one more item was added.

Enrichment ■ Tell children a short story about buttons and ask how many buttons there would be if there was one more button. Example: "David had five buttons on his shirt. His mother sewed one more button on his shirt. How many buttons does David have on his shirt now?"

123 Center Activity

Supply the assortment of counting items used during today's activity and several small cups. Invite children to line up the cups and fill each cup with a group of one more item than the group before it. Example: The first cup has one item, the second cup has two items, etc.

Family Child Care

Provide children a given number of food items at snack time and ask how many items they would have if they had one more.

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WEEK 22

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Be Prepared: Today's activity involves visits from people who work in your center. If you were unable to secure visits with people who work in your center, discuss with children different jobs done by people in your center.

Looking Ahead: Try to secure one or several uniforms worn by helpers in your community for use in Week 24, Day 4 and Week 25, Days 4 and 5.. Also attempt to secure patches (or badges) worn on a uniform for use in Week 24, Day 5. A parent or worker at your center may be able to loan a job uniform and/or patches.

Skill and Goal

Knowledge of social and physical environments

Children will understand the contributions of people who work and help others in their early childhood center.

Key Concepts

Review: Help

Materials Needed

None

BEGIN: Today we will learn about some of the people who work and help others in our center. Remember, when we help, we do something that makes things easier or better for someone.

EXPLAIN: We are going to visit (or have them visit the classroom) (name, role) and (name, role). Let's think of some questions we can ask them about how they work and help others in our center.

ACT: [*If time permits prior to a visit, encourage children to think of questions they would like to ask. Examples:*

- *"What do you do at our center?"*
- *"How do you help others in our center?"*
- *"What tools do you use in your work?"*]

[*Take children to visit others who work in your center or invite others who work in your center to visit your classroom to describe their work. Encourage children to ask questions.*]

RECAP: Today we talked with some people who work and help others in our center.

Scaffolding Tips

Extra support ■ As children think of questions about people who work and help others in your center, give hints if necessary.

Enrichment ■ Invite children to share something they do to help others at home. (clean up your room, feed a pet, set the table, etc.)

Center Activity

Provide paper and drawing tools. Invite children to draw a picture of one of the people who works and helps others in your center.

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Exploring Where We Live *continued*

Social Studies

Family Child Care

Invite school-age children to discuss with younger children people who work and help others at their school.

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WEEK 22

DAY 4

Moving Our Bodies

Physical/ Health

Be Prepared: This activity requires about 20 feet of space indoors or outdoors. Tape a line on the floor about 20 feet long. Evenly distribute the five shoeboxes along the line, with one shoebox at each end.

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will engage in different combinations of physical movements.

Key Concepts

Review: March
Walk
Jump
Hop

Materials Needed

5 empty shoeboxes

Tape

*4 activity cards (see Enrichment tip)

Also Promotes

Self-Regulation

BEGIN: We are learning how to move our bodies. We know how to walk, march, jump, and hop.

[*Briefly demonstrate—or invite volunteer children to demonstrate—each of the four movements described below. Emphasize the following:*]

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

EXPLAIN: Today we will play a game called *Moving Along the Line*. In our game we can jump, march, walk, and hop. That is four different ways we will move our bodies.

There is a lot to think about in our game. Please listen to how the game works:

- There is a line on the floor with small boxes.
- We will take turns starting at the beginning of the line.
- Listen carefully to the movement I say so you know how to move along the line.
- When you get to a box, I will say "hop" or "jump" so you know how to go over the box.
- After you go over a box, use the movement I say to follow the line until you get to the next box.

ACT: [*Invite a volunteer child or another adult to demonstrate how to move along the line. Use Combination one or two (see adjacent options) for demonstrator and then for children in the first round. Combination one is less challenging than Combination two.*

Movement Combinations

(from less to more challenge)

1. jump, walk, jump, walk, jump, walk, jump, walk, jump
2. hop, march, hop, march, hop, march, hop, march, hop
3. jump, walk, hop, walk, jump, walk, hop, walk, jump
4. jump, walk, hop, march, hop, walk, jump, march, hop

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Moving Our Bodies *continued*

Physical/ Health

Offer a second round with the same or a different combination (Combination one or Combination two).

Offer a third round with Combination three or Combination four. Combination three is less challenging than Combination four.

Repeat if time and child interest permit.]

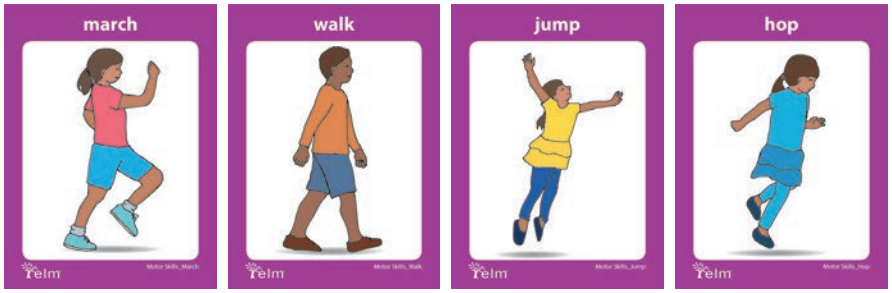
RECAP: Today we played a game called *Moving Along the Line.*

- What are the different ways we moved our bodies? (walk and/or march, hop and/or jump).
- Was it sometimes hard to keep your balance? When?

Scaffolding Tips

Extra support ■ Repetition of movement is beneficial to children. It is fine to repeat a combination rather than move to a more challenging combination. Select combinations (or make up your own combinations) based on children's abilities. ■ Encourage children to step over a box if jumping or hopping are too challenging. ■ Remind children to hold out arms to help keep their balance. ■ You may wish to review movements that are challenging for children, including hopping (Physical/Health Week 7), jumping (Physical/Health Week 21), and marching (Physical/Health Week 5).

Enrichment ■ Invite volunteer children to use the provided activity cards to create a combination of today's targeted movements, demonstrate the combination, and then lead other interested children in trying out the combination.



Center Activity

Place activity materials (preferably outside) so children can continue with the game. If possible, make the line longer and add one or more shoeboxes. Use provided *activity cards for children to select two movements (walk or march and jump or hop).

*Printables provided

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Moving Our Bodies *continued*

Family Child Care

Younger children may enjoy walking or marching down the line while stepping over the boxes. School-age children may wish to take turns saying movement combinations to preschool-age children.

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WEEK 22

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter F.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter F card

Book of your choice for this week's repeated reading

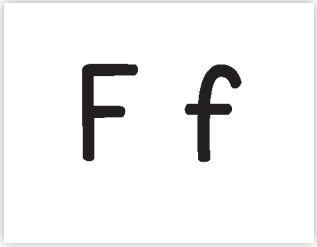
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display letter F card.*]

What is the name of this letter? What sound does the letter F make?

Letter F says /f/, just like in the word "frog." /f/, /f/, frog. Let's together say /f/, /f/, frog.



EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 22

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of how to find the numeral that is one more than a given numeral.

Key Concepts

Review: One more

Materials Needed

*Large numeral cards 1–10

*Number list (Extra Support tip)

*Printables provided

Optional Reading

Over in the Meadow by John Langstaff

BEGIN: This week we practiced finding the number that is one more than another number. We know that a number that is one more than another number is always the number after that number.

EXPLAIN: We practiced putting our large number cards in order from 1–10 by finding the number that was one more than another number. Let's look at our cards again.

[*Display large numeral cards 1–10 in order.*]

ASK:

- What number is one more than two? (three comes after two!)
- What number is one more than seven?
- Does eight come after seven? (yes!)

EXPLAIN: We also know how to figure out how many items we would have if we added one more item to things we count.

[*Point to each numeral in the displayed numerals 1–10 as you say its name.*]

ASK:

- If we had five items, how many items would we have if we had one more item?
- Does six come after five?
- If we had eight items, how many items would we have if we had one more item?
- Does nine come after eight?

EXPLAIN: We also practiced finding one more by jumping like frogs!

ACT: Let's do some more jumping.

- What number is one more than two?
- Let's jump three times.
- What number is one more than five?
- Let's jump six times.

RECAP: We had fun this week learning more about finding the number that is one more. Let's pretend we are frogs and count to 10 like a frog. A frog says "ribbit!" When we count, it will go like this: one ribbit, two ribbit, three ribbit. . . .

[*Lead children in counting to 10 like frogs.*]

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Provide children with a number list to help find the numeral that is one more, if appropriate.

Enrichment ■ Ask children to find the number that is two more than the number given. ■ Ask children to find the number that is one less than the number given.

123 Center Activity



Supply a big mouth frog! To make the frog, clean an empty Parmesan cheese container and glue two large black pom-poms to the top of the lid. Glue two googly eyes to the pom-poms. If you do not have access to a Parmesan cheese container, chip cans or baby wipe containers can also be used. Invite children to choose a *small numeral card from a basket and "feed" the frog the number of toy insects that is one more than the numeral chosen. Encourage children to take turns "feeding" the frog.

*Printables provided

Family Child Care

Take children outside to count small groups of items. As children find the items, ask how many there would be if there was one more. Example: If children count three trees, how many trees would there be if there was one more tree? Encourage school-age children to look for larger groups of items.

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WEEK 22

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Small Group

Skill and Goal

Knowledge of social and physical environments

Children will understand the work of community helpers.

Key Concepts

New: Community helpers
Job

Materials Needed

*13 pictures as shown
Paper—1 per child
Drawing tools

*Printables provided

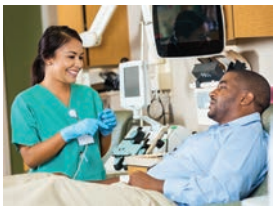
Be Prepared: If you use some of the 13 pictures provided for today's session, select a small set of pictures of helpers who would be of most interest to children.

As an alternative to using pictures or as an additional session, arrange for one or several helpers in your community to visit the classroom to talk about their job. Encourage the helper to wear his/her job-related uniform, if possible.

BEGIN: Yesterday we learned about people who work and help others in our center. How does a (title of a helper) help others in our center?

EXPLAIN: Today we are going to learn about some people who work and help others in our community. People who work and help others in our community are called **community helpers**. There are many kinds of community helpers.

Community helpers work in different kinds of jobs. A **job** is something someone does to help a community or country be a healthy and safe place to live.


Myfuture.com

USDA



Port of San Diego



ASK: [*Display pictures of community helpers, one at a time. Ask questions, such as the following, about each picture:*]

- What job do you think this community helper does? How can you tell?
- How do you think this community helper helps people?

EXPLAIN: We are going to draw a picture of ourself doing a job as a community helper.

ASK: What type of job would you want to do?

ACT: [*Provide each child with a piece of paper and drawing tools. As children draw, ask questions about the job they are drawing.*]

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WEEK 22

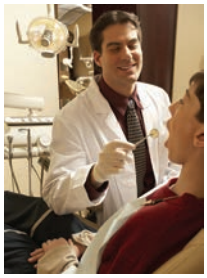
DAY 5

Exploring Where We Live *continued*

Social Studies

RECAP: Today we learned about the jobs of some different community helpers. We drew a picture of ourselves doing a job as a community helper.

[*Display pictures in the room.*]





mahalie stackpole



Scaffolding Tips

Extra support ■ If some children seem uncertain about what job to draw, show and briefly describe some of the pictures provided for today's activity that you did not include in the session. Ask children whether the job is something they think would be exciting to do. ■ Make the pictures you discussed today available during children's drawing time. Emphasize that the pictures are for thinking of job ideas, not for copying.

Enrichment ■ Invite children to describe how the person shown in their picture helps others.

Center Activity

Supply the housekeeping center with costumes or props of various community helpers. Examples: stethoscope, tools, goggles.

Family Child Care

Help children write a letter to a community helper in your community. Encourage children to think of questions they may have about the person's job. Send or deliver the letters and discuss responses when they are received.

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WEEK 22

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Be Prepared: Modify the Day 4 game (*Moving Along the Line*) by putting the tape in a curved line of 20 feet in length. Reflect on children's experiences yesterday to decide how wide a curve to make (more curve = more challenge). Evenly distribute the five shoeboxes along the line, with one shoebox at each end. In addition to using a curved line, today's version of the game includes galloping (instead of walking) for increased challenge. Omit galloping if you anticipate it will be too challenging for children to include in a combination of movements.

Skill and Goal

Motor development

Children will engage in different combinations of physical movements.

Key Concepts

Review: Jump
Hop
March
Gallop

Materials Needed

5 empty shoeboxes

Tape

Also Promotes

Self-Regulation

BEGIN: Yesterday we played a game called *Moving Along the Line*. We moved our bodies in different ways while going along a line on the floor. What are some of the ways we moved our bodies? (walked, marched, hopped, jumped)

EXPLAIN: Today our game will be a little harder. We will gallop instead of walk. Let's practice our movements before we play our game.

ACT: [*Briefly demonstrate—or invite volunteer children to demonstrate—each of the four movements described below. Emphasize the following:*]

- jump: we land on both feet
- hop: we land on one foot
- march: we raise our knees high and swing our arms back and forth
- gallop: we take a large step forward with one foot and leg and then bring our other foot and leg forward

EXPLAIN: Our line is in a curve. A curve is harder to follow than the straight line we used in yesterday's game. Please look closely at the curve. There are still boxes on our line.

[*Invite a volunteer child to walk along the curved line, stepping over each box.*]

ASK:

- How might moving along a curved line be harder than moving along a straight line?
- How is galloping harder than walking?

EXPLAIN: We will take turns just like we did yesterday. I will say "hop" or "jump" when you get to a box so you know how to go over a box. I also will say what movement to use for moving along the line.

ACT: [*Invite a volunteer child to demonstrate how to move along the line if it appears children would benefit from a review. Use Combination one or two (see below options) for the demonstrator and then for children in the first round. Combination one is less challenging than Combination two.*

Offer a second round with the same or a different combination (Combination one or Combination two).

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Moving Our Bodies *continued*

Offer a third round with Combination three or Combination four. Combination three is less challenging than Combination four.

Repeat if time and child interest permit.]

RECAP: Today we played the *Moving Along the Line* game a different way. We moved on a curved line instead of a straight line. We marched, galloped, jumped, and hopped. What was the hardest part of our game? What made it hard?

Movement Combinations

(from less to more challenge)

1. jump, gallop, jump, gallop, jump, gallop, jump, gallop, jump
2. hop, march, hop, march, hop, march, hop, march, hop
3. jump, gallop, hop, gallop, jump, gallop, hop, gallop, jump
4. jump, gallop, hop, march, hop, gallop, jump, march, hop

Scaffolding Tips

Extra support ■ Remind children to pay attention to the curve in the line and to their balance. Encourage children to hold out their arms if they need more balance. ■ Encourage children to step over a box if jumping or hopping are too challenging. ■ You may wish to review galloping (Physical/ Health Week 6).

Enrichment ■ Invite volunteer children to create a combination of today's targeted movements, demonstrate the combination, and then lead other interested children in trying out the combination.

Center Activity

If possible, place activity materials outside so that children can continue with the game. Provide chalk for children to create their own line and develop their own path for the game. Provide other safe items, such as very low traffic cones instead of boxes, for the line. Use provided *activity cards for children to select two movements (gallop or march and jump or hop).



*Printables provided

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Moving Our Bodies *continued*

Family Child Care

Younger children may enjoy walking or marching around the curve while stepping over the boxes. School-age children may wish to take turns saying movement combinations to preschool-age children.

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WEEK 23 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Reviewing the names of the letters E, H, M, R, and F (Days 1, 3, 5)
- Practicing how to identify beginning sounds in familiar words (Days 2, 4)

Mathematics

Counting Things

- The number that comes right after another number is one more (Day 1)
- How to count pennies to pay the price of an item and identify the price of an item when it costs one more penny (Days 2, 3, 5)
- How to count out the number of items that is one more than a given number (Days 4–5)

Self-Regulation

Paying Attention

- How to concentrate on our breathing while stretching our bodies (Day 1)
  - ❍ Practicing two yoga poses

Social-Emotional

Understanding Feelings

- We may feel guilty when we do or say something that is wrong or may make someone else feel bad (Day 2)
- When we apologize, we let someone know we feel bad about something we've done or for causing a problem (Day 3)

Social Studies

Exploring Where We Live

- Tools that community helpers use to help people (Day 4)
- Pretending to be a helper in our community (Day 5)

Science

Exploring Life Cycles

- Stages of a bean plant's life cycle (Days 1–2)
- How to plant our own bean seeds and what we do to help them grow (Day 3)

Physical/ Health

Moving Our Bodies

- How to balance our body and shift the weight of our body by moving side to side and standing on one foot and leg (Day 4)
- Practicing how to shift the weight of our body by pretending to jump and move like a frog (Day 5)

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WEEK 23

DAY 1

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the names of the letters E and H.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter E card

*Letter H card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

BEGIN: [*Display the letter E card and the letter H card.*]

- What are the names of these letters?
- Pop up if you have the letter E in your name!
- Pop up if you have the letter H in your name!





EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 23

DAY 1

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their understanding that each numeral on a number list is one more than the numeral before it.

Key Concepts

Review: Number list

Materials Needed

*Large numeral cards 1–10

55 Unifix® cubes of the same color

*Printables provided

Optional Reading

Ten Red Apples by Pat Hutchins

BEGIN: Let's count our 10 fingers. We can pretend our fingers are caterpillars. Each time we count a finger, let's make it wiggle like a caterpillar!

[*Lead the children in counting and wiggling each of their 10 fingers.*]

EXPLAIN: [*Line up large numeral cards in order from 1–10 as you say each numeral.*]

Let's look at our number cards. They are lined up like numbers on a number list. Remember, a number list is a list of numbers from 1–10. We know that when we see our numbers lined up in order, we can find the number after another number. If a number comes right after another number, it is the next number on the number list.

Let's try to find the number after another number. Remember, the number that comes right after another number is one more than the first number.

ACT: [*Point to the numeral you mention in the following questions:*]

- What number comes after number four?
- What number comes after number eight?

EXPLAIN: Let's look at our numbers again. This time we are going to stack cubes in front of each number. Let's stack the number of cubes that the number on our card says.

ASK:

- How many cubes do we put in front of number one? (one)
- How about number two?

ACT: [*Stack cubes in front of each numeral. Encourage children to count the cubes and invite volunteer children to stack them. Count again each cube as it is stacked. The intent is for children to see how each stack increases as you move down the line from 1–10.*]

EXPLAIN: Our stacks get bigger as we move from 1 to 10 on our number line. Each number is one more than the number before it. Each stack has one more cube than the stack before it.

ASK:

- There is one cube in front of our number one card. If we add one more cube, how many cubes do we have? (two cubes; two is one more than one)
- How many cubes will we have if we add one more cube to our stack of two cubes? (three cubes; three is one more than two)

RECAP: When we move down the line from 1–10, each number after another number is one more. Let's count our 10 fingers again and wiggle them like caterpillars as we count!

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WEEK 23
DAY 1

Counting Things *continued*

123 Mathematics

Scaffolding Tips

Extra support ■ Make sure stacks of cubes are close to each other in front of their respective numeral. ■ When you ask the "one more" questions, remove the numeral cards if they make it hard for the children to focus on the cubes. Another option is to add a cube and lead children in counting the cubes.

Enrichment ■ Ask children to answer the question, "What is two more than one?" If children correctly answer the question, ask several more similar questions. If children seem uncertain about how to answer the question, show them a number list and point to the number one. Help children count two more than one.

123 Center Activity

Provide *small numeral cards from 1–10 and Unifix® cubes. Invite children to stack the number of cubes that corresponds to the numeral on the card and place the stack under each numeral card.

*Printables provided

Family Child Care

Invite children to use pieces of yarn as caterpillars to practice finding the number that is one more. Example: Give each child a set of five "caterpillars" and ask how many caterpillars they would have if they had one more. Continue with different groups of "caterpillars." Invite school-age children to write a story about caterpillars. Encourage children to include the concept of "one more" in their story. Example: Three caterpillars were playing and one more caterpillar joined them. Encourage school-age children to share their story with younger children as younger children use their "caterpillars" to act out the story.

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WEEK 23

DAY 1

Paying Attention

Self-Regulation

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

3-5 YEARS

Large Group

Skill and Goal

Concentrate

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

Key Concepts

Review: 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.

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Paying Attention *continued*

Self-Regulation

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.

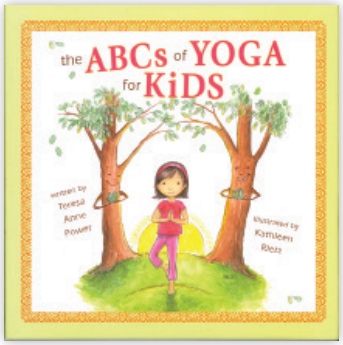
Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we 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 14, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.*]



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

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

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Paying Attention *continued*

Self-Regulation

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. Follow the steps listed above with the second pose selected from the book.]

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 and Week 14, 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 (p. 131). Los Angeles, CA: UCLA Semel Institute for Neuroscience and Human Behavior.

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WEEK 23

DAY 1

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will understand basic characteristics of a bean plant's life cycle.

Key Concepts

New: Seedling
Bean pods

Review: Plant

Materials Needed

*4 pictures as shown

Also Promotes

Physical/Health

*Printables provided

Optional Reading

One Bean by Anne Rockwell

BEGIN: We have learned about the life cycles of dogs, cats, chickens, penguins, frogs, and butterflies. All of these are animals.

EXPLAIN: Today we will learn about the life cycle of a bean plant. We know that a plant is a living thing that grows in soil or water.

ASK:

- Have you ever helped your family grow beans?
- What did you (or your family) do?

EXPLAIN: [*Display pictures of the four stages in order, pointing to each picture as you describe the stage it shows.*]



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- A plant begins its life as a seed. The seed grows roots when it is planted. The roots get nutrients and water from the soil. Then a small plant begins to grow. It is called a seedling.
- A **seedling** is a young plant. It is the second stage of a plant's life cycle. The seedling needs light (sun), water, and nutrients to grow. The seedling grows flowers when it gets bigger.
- The flowers are the third stage. The flowers become bean pods.
- Bean pods are the last stage of a bean plant's life cycle. The **bean pods** hold seeds that can be eaten. Beans are healthy foods. Bean seeds also can be planted so new bean plants can grow. The life cycle begins again when bean seeds are planted. The bean pods can be used to help make different kinds of medicines.
- It takes about two or three months for a bean seed to go through each stage of its life cycle.

Let's mix up our pictures of a bean plant life cycle. We will see if we can put the stages in the correct order.

ACT: [*Put the four pictures in a wrong order. Engage children in a discussion of the random order. Promote children's understandings of each stage. Examples: "Our first picture shows a seedling. Is this the first stage of a bean's life cycle? Why not? What happens first? Where do we put our picture of a seedling? Why?"*]

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WEEK 23

DAY 1

Exploring Life Cycles *continued*

Science

RECAP: Today we learned about the four stages in the life cycle of a bean plant. Have you ever eaten beans? What happens if a bean seed is planted? (grows more beans)

Scaffolding Tips

Extra support ■ Children may benefit from a brief review of information and pictures presented in prior activity plans on plants (Science Weeks 12 and 15).

Enrichment ■ Ask children to think of other living things that grow from seeds. (flowers, fruits, vegetables)

Center Activity

Supply *bean life cycle sequencing cards. Encourage children to put them in the correct sequence.

*Printables provided

Family Child Care

Pair older children with younger children as they draw pictures of each stage of the life cycle of a bean plant in their science journals. Encourage pairs to discuss each stage.

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WEEK 23

DAY 2

Progress Assessment

Initial Sounds

Language/ Literacy

3-5 YEARS

One-to-One

Skill and Goal

Phonological awareness

Children will individually demonstrate their ability to identify initial sounds of familiar words.

Key Concepts

Review: Concentrate

Materials Needed

*Groups of picture cards used in Week 18, Days 2 and 4 (see Be Prepared)

*Picture cards for letters O, B, A, C, P, S, E, H, M, R, and F

*Printables provided

Be Prepared: Today begins an **individual progress assessment** of children's understanding of initial sounds in familiar words. There are two activities as part of the assessment. For the first activity, assemble three picture cards: the names of two pictures should begin with the same sound. Also, assemble cards showing a pig, sun, and sock for a demonstration. For the second activity, use picture cards for letters O, B, A, C, P, S, E, H, M, R, and F. Assemble four picture cards: the names of two pictures should begin with the same sound. Use one of these two cards as the target picture card.

Use the provided form for recording children's responses. See the end of this activity for information on how to determine progress.

Begin the one-to-one assessment with 4–5 children today (Week 23, Day 2) and continue assessments with 4–5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

BEGIN: We are going to do two activities today. Our first activity is one we've done before. Let me show you.

Activity 1

EXPLAIN: [*Display picture cards for pig, sun, and sock. Point to each picture as you say its name while clearly enunciating the beginning sound of each word.*]



pig

James Langiewicz/flickr/Used With Permission



sun



sock

I have pictures of a pig, a sun, and a sock. I want to figure out which two cards begin with the same sound. Sun and sock both begin with the /s/ sound. Pig begins with the /p/ sound.

Sun and sock both begin with the same sound.

ACT: [*Use the following procedure:*

- *Place a group of three cards (two of which begin with the same sound) in front of the child.*
- *Say the name of each picture.*
- *Ask the child to choose and say the names of the two pictures that begin with the same sound.*
- *If the child is uncertain, provide assistance by repeating the names of the pictures, emphasizing the beginning sound. Ask the child to repeat each word. Then again ask the child to choose and say the names of the two pictures that begin with the same sound.*]

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Initial Sounds *continued*

Activity 2

EXPLAIN: [*Use picture cards for letters O, B, A, C, P, S, E, H, M, R, and F for the following activity. Use the following four picture cards for your demonstration: fish, fan, cat, and bee. Although the activity uses picture cards for letters that have been explicitly introduced to children, the focus of this assessment is on matching initial sounds, not on identifying letter names and their sounds.*]

Now we are going to do another activity. We will match pictures of items that begin with the same sound. Let me show you.

[*Display picture of a fish.*]



Jonathan Cohen/flickr/(CC BY-NC 2.0)

I have a picture of a fish. I need to find another picture that begins with the same sound as fish. Fish begins with the /f/ sound.

[*Lay picture cards for cat, fan, and bee on the table.*]





Wil Taylor/flickr/(CC BY-NC-ND 2.0)



William Cho/flickr/(CC BY-SA 2.0)

I see a picture of a cat, a fan, and a bee. I want to figure out which picture begins with the same sound as fish.

[*Think aloud as you choose the picture that begins with the same sound as fish. Example: "I know that cat begins with the /k/ sound and bee begins with the /b/ sound. Fan begins with the /f/ sound, just like fish!"*]

ACT: [*Use the following procedure:*

- *Give the child a target picture card. Name the picture, emphasizing the initial sound. Then ask the child to repeat the name.*
- *Place three additional picture cards in front of the child, one of which begins with the same sound as the target card. Name each picture as you put the three additional cards in front of the child, emphasizing the initial sound. Ask the child to repeat each name.*
- *Ask the child to find the picture that begins with the same sound as the target card. Say again the name of the target picture, emphasizing the initial sound.*
- *If the child is uncertain, provide assistance by repeating the task using two (rather than three) picture cards placed on the table. Name the target card, emphasizing the initial sound. Ask the child to repeat the name with you. Then ask the child which of the two pictures on the table begins with the same sound as the target card.*]

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WEEK 23

DAY 2

Initial Sounds *continued*

Language/ Literacy

RECAP: Today we learned more about beginning sounds in words. We found words that began with the same beginning sound.

Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.

Center Activity

Provide the **Spin a Sound* game. Invite children to spin the spinner and figure out the beginning sound of the picture the spinner lands on.

After children have stated the beginning sound of the picture, encourage them to say the letter that makes the beginning sound (beginning sounds in this game are limited to letters that have been introduced to children).



*Printables provided

The beginning sounds activities are described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

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Initial Sounds *continued*

DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance using one of the options described below. Record your designation for each child on the provided form. Options are as follows:

Got It Child completes both activities independently (no assistance)

Getting It Child completes one or both activities with your assistance

- You repeat the names of the picture cards (in first activity) and/or you repeat the activity with two picture cards instead of three (second activity)

Not Yet Child does not identify initial sounds at this time

FOLLOW-UP LEARNING SUPPORTS FOR IDENTIFYING INITIAL SOUNDS

***Note**: Several of the activities suggested below include initial sounds that begin with letters not explicitly introduced to children at this point in the curriculum. The assessment is focused on a child's ability to listen for and isolate a beginning sound. It is not necessary for a child to know the sound of a specific letter to demonstrate this ability.*

Reinforce

The following activities are designed to support children who can independently identify the initial sound of familiar words (Assessment = Got It) and children who can identify the initial sound of familiar words with assistance (Assessment = Getting It) when offered with additional support. The activities may be inappropriately challenging for children who do not yet demonstrate an ability to identify the initial sound of familiar words (Assessment = Not Yet).

- At transition time, try this short activity: Say three familiar words that begin with the same sound and ask a child to identify the sound they all begin with. Example: "What is the beginning sound of the words duck, dinosaur, and doll?"
- Sing the "Beginning Sound Song" to the tune of "Old MacDonald" (see Week 17, Day 4 and Week 18, Days 2 and 4). Here is an example with the letter t (be sure to emphasize the /t/ sound, not the letter name): "What's the sound that starts these words—turtle, time, teeth?" (Children respond.) "/t/ is the sound that starts these words—turtle, time, teeth. With a /t/ /t/ here and a /t/ /t/ there. Here a /t/, there a /t/, everywhere a /t/, /t/. /t/ is the sound that starts these words—turtle, time, teeth."
- Invite children to help you create lists of words that start with the same sound.
- Young children enjoy learning and repeating tongue twisters. These emphasize the initial sound in words and can be used, along with songs and finger plays, at group time. For example, "Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked." "She sells sea shells by the sea shore." "The fat farmer's five fingers fed the fox french fries." "Silly Sally swiftly shooed seven silly sheep."

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WEEK 23

DAY 2

Initial Sounds *continued*

Language/ Literacy

- Read *Animalia* by Graeme Base at large or small group time. The pictures and tongue-twisting descriptions will appeal to children (example: Lazy lions lounging in the local library).
- Use an initial sound transition activity, such as "What's the sound that starts these words?" to dismiss children from group.
- Go on a scavenger hunt, inside or outside, to look for objects that start with a particular sound. If you look for objects that start with /s/ outside, you might find sun, spiders, sand, seeds, swing, slide (but hopefully not a snake or a skunk).
- Play *Take a Sound Away* at large or small group time (see Week 21, Day 4). This activity shows children that if the initial sound of a word is removed, a totally different word may result. It further helps children to separate the sounds of words from their meanings. Explain that sometimes when we take a sound away from a word, we end up with a totally different word. Example: Say "*f-f-f-ear*," elongating the initial consonant, and have the children repeat. Then say "*ear*," and have the children repeat. Ask children if they can determine which sound has been taken away and repeat the words for them (example: *f-f-f-f-ear – ear – f-f-f-f-ear – ear*).
- As part of a small group activity, have children select the odd word from three words, two of which share an initial sound. For example, "Igloo, insect, duck. Which one sounds different at the beginning?"
- Invite children to join a line, or dismiss them from a group, by saying the beginning sound of their name(s). Example: "Stand up if your name starts with the /j/ sound (say child's name while enunciating the initial sound). Please join the line to wash your hands." Remember to focus on initial sounds, not letters. Some letters have the same sound. Examples: Caroline and Karen have the same initial sound (/k/) and should stand together. Other children who should stand together include: Cindy and Samantha (/s/) and Charlotte and Sheridan (/sh/). Some names may start with the same letter but make different sounds (examples: Caroline, Cindy, Charlotte).
- Provide objects for the sandbox or water table that begin with the same sound. Explain that today will be a little different (and a little silly) because the only things that can be used in the water table are things that start with (for example) the /b/ sound. Objects that begin with the /b/ sound include buckets, brushes, bags, boats, and boards. You could also encourage children to think about other /b/ objects that could be added (such as blocks but not books).

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WEEK 23

DAY 2

Initial Sounds *continued*

Language/ Literacy

Reintroduce

The following activities are designed for children who do not demonstrate an ability to identify the initial sound of familiar words (Assessment = Not Yet).

- Model the correct response to activities used in the progress assessment of initial sound recognition ability. Example of first activity: "These are pictures of a pig, sun, and sock. Sun and sock begin with the same sound—/s-s-s-s/. You say the words and sound with me as I point to the pictures—sun, sock, /s-s-s-s/. Which pictures begin with the same sound? Yes, sun and sock begin with the same sound." Example of second activity: "This is a picture of a dog. You say 'dog.' Here is a picture of a doll, and here is a picture of a house. Which one begins with the same sound as 'dog'? Is it doll or house? Yes, dog and doll begin with the same sound."
- Repeat activities that encourage children to pay attention to initial sounds in words. Children's first and last names are a good place to start. Repeat the Week 17, Day 2 activity by clearly enunciating the beginning sound in a child's name and then clearly enunciating the beginning sound in several other words with the same beginning sound. Example: "Whose name starts with the sound /m-m-m/? (say child's name while enunciating the initial sound). M-m-money and m-m-monkey also start with the same sound!"
- Repeat activities that encourage children to listen for beginning sounds in words. Sing the "Beginning Sound Song" (Week 17, Day 4) using children's names and familiar words that begin with the same initial sound.
- Place in front of children two picture cards that begin with the same sound. Say the name of each picture. Ask children to say the beginning sound of both pictures. Example: "What sound do you hear at the beginning of lion and log?"
- As part of a small group activity, invite children to select the odd word from three words, two of which share an initial sound. Example: "Igloo, insect, duck. Which word sounds different at the beginning?"
- Encourage children to sort objects (or pictures) into piles by the initial sound. Begin with words that begin with two different, distinct sounds, such as /b/ and /s/. An adult will need to help children who are uncertain about initial sounds with this activity.
- Repeat the *Spin a Sound* game described in the Week 23, Day 2 center activity.
- Reassess children's skill in identifying the initial sound of familiar words. There are suggestions in the Language/Literacy section of the *ELM User Guide: 3–5 Years* for supporting children who receive a "Not Yet" designation in a reassessment.

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Initial Sounds *continued*

SAMPLE PORTFOLIO ENTRIES

Got It

Children in our classroom are learning how to identify the beginning sound of familiar words, such as the d sound in the word "dog." Children's ability to identify the beginning sound of words is important for later success in reading. Recently I assessed Destiny's progress in identifying the beginning sound of words. Destiny successfully identified the beginning sound of words in two separate activities. I provided picture cards for the assessment. I am offering some follow-up learning opportunities to reinforce Destiny's ability to identify beginning sounds of words.

Getting It

Children in our classroom are learning how to identify the beginning sound of familiar words, such as the d sound in the word "dog." Children's ability to identify the beginning sound of words is important for later success in reading. Recently I assessed Malik's progress in identifying the beginning sound of words. Malik successfully identified the beginning of words in two separate activities with some assistance from me. I am offering some follow-up learning opportunities to support Malik's emerging ability to identify the beginning sound of words.

Not Yet

Children in our classroom are learning how to identify the beginning sound of familiar words, such as the d sound in the word "dog." Children's ability to identify the beginning sound of words is important for later success in reading. Recently I assessed Sydney's progress in identifying the beginning sound of words. Sydney was interested in working with the picture cards I provided and paid attention to the assistance I provided as part of the progress assessment. It seems that Sydney was not ready to identify the beginning sound of words. I am offering follow-up learning opportunities to reintroduce Sydney to the beginning sound of words and will again assess her progress after she has had more time to learn this skill.

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Initial Sounds *continued*

IF REASSESSMENT = NOT YET

Children who have been reintroduced to initial sounds of words and receive a "Not Yet" designation in a reassessment may need additional experiences with larger units of sound. The larger units of sound include words (as a part of a sentence), compound words, syllables, and initial sounds.

Beginning with Week 24, we suggest two options for supporting children who need additional experiences with larger units of sound. In both options, children receive tailored support for understanding larger units of sound. The options differ in when this tailored support is offered.

Option 1: Children continue to participate in Days 1–5 language/literacy learning activities with children who received a Got It or Getting It designation in the assessment of initial sound skills. In addition, children who need additional experiences with larger units of sound are offered regular tailored support during a separate time in the classroom schedule.

Option 2: Children continue to participate in Days 1, 3, and 5 language/literacy learning activities with children who received a Got It or Getting It designation in the assessment of initial sound skills. On Days 2 and 4, children who need additional experiences with larger units of sound participate in a separate group that receives (a) tailored support for learning larger units of sound instead of the instruction on smaller units of sound offered in the Days 2 and 4 activity plans and (b) instruction in letters and their sounds as offered in the Days 2 an 4 activity plans.

Children who demonstrate initial sound skills (Got It and Getting It) participate in a separate group with the Days 2 and 4 activity plans as offered. All children should participate in the reviews of letters in Weeks 26 and 32, and in activities focused on letters beginning in Week 36 (including the letter assessment in Week 43).

Below is a suggested plan for the sequence and content of tailored support focused on larger units of sound. It is appropriate to adjust this plan to accommodate specific needs of individual children. For example, a child who received a "Not Yet" designation in a reassessment of initial sound skills but demonstrated an understanding of syllables and compound words (Got It or Getting It) may benefit from more attention to initial sounds and less attention to syllables and compound words.

Ten weeks are fully available for providing tailored support for understanding larger units of sound. The plan suggested below involves nine weeks. Provide an additional week of activities in one or more of the areas where more support would be helpful (words and sentences, compound words, syllables, or initial sounds).

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Initial Sounds *continued*

Words and Sentences (2 weeks)

First week: Engage children in counting the number of words in a simple sentence by adapting the Week 7, Day 2 activity. In addition to clapping each word, provide each child with a small collection of counters and encourage children to put down a counter for each word you read in a sentence. Repeat the sentence, encouraging children to touch a counter for each word that you say. It also may be helpful for children to place a counter above each word as you read the sentence. In a follow-up activity, encourage each child to create a simple sentence that you write on chart paper. After you write the sentence, invite the child to point to each word as the sentence is read aloud. Provide help as needed. Encourage children to say the sentence with you as a child points to each word.

Second week: Use a wordless picture book, such as *Pancakes for Breakfast* by Tomie dePaola, to support children in helping you develop a story based on the pictures. Encourage children to create a simple sentence for each picture or for pictures of special interest. Write the simple sentence on chart paper, emphasizing that there is a space between each word. Reread the sentence, pointing to each word as you read it. In a follow-up activity, reread each sentence previously written and/or encourage children to create a simple sentence for additional pictures in the book. Repeat the process of writing the sentence, emphasizing there is a space between each word and pointing to each word as it is read. Save the written sentences for use in an activity focused on syllables described below.

Segmenting Compound Words (1 week)

Use the activities for Week 10, Days 2 and 4 to engage children in identifying the words that make up a compound word. Provide compound word cards to help children focus on the word. Clearly enunciate component words of a compound word to help children hear the word sounds.

Syllables (2 weeks)

First week: Engage children in identifying a word that is spoken slowly by syllables. Use children's first names. Example: Cam-er-on. In a follow-up activity, use the names of classroom objects and activities and other familiar items or actions. Another option is to place a small number of picture cards in front of children and ask which picture you are saying slowly by syllable.

Second week: Demonstrate for children how to use "Robot talk." Then saying the names of children in their classroom or family with a Robot voice. As an additional activity, reintroduce *Pancakes for Breakfast* by Tomie dePaola, including the sentences written as part of this prior activity (second week of Words and Sentences; see above). Reread each sentence but say a multi-syllable word as individual syllables. Encourage children to blend the syllables into a word.

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Initial Sounds *continued*

Initial Sounds (4 weeks)

First week: Say children's first names, one at a time, and invite children to listen for and say the beginning sound of each name. Words in familiar songs also may be used. It may be helpful to use a limited number of clearly different sounds, such as: /k/, /b/, /t/, /s/, /m/. As a follow-up activity, say the names of common objects, one at a time, and encourage children to listen for and say the beginning sound.

Second week: Use the Week 18, Day 4 activity for supporting children's hunt for classroom objects that begin with a beginning sound you provide. As an additional activity, provide three picture cards of familiar items, two of which begin with the same sound. Invite children to identify the two pictures that begin with the same sound and to say the sound (see Week 18, Day 4).

Third week: Provide two or three picture cards of familiar items. Say the initial sound of one of the items shown on a card and invite children to find the card that begins with the initial sound you say. Again, it may be helpful to use a limited number of clearly different sounds, such as: /k/, /b/, /t/, /s/, /m/. As an additional activity, use initial sounds to help children transition, one by one, from a group or to join a line for another activity.

Fourth week: Use the Bingo song to provide additional experience in changing the first letter of a word (Week 21, Day 4). Another option is to read *There's a Wocket in my Pocket* by Dr. Seuss and engage children in manipulating the initial sounds of words in the book and in the classroom. As an additional activity, invite children to sort a small collection of picture cards into separate piles by the initial sound of the pictured item. Adjust the number of cards and number of sounds to provide meaningful challenge.

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WEEK 23

DAY 2

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will count out the number of pennies that correspond to the price of a toy item.

Key Concepts

New: Price

Materials Needed

20 play food items, each tagged with a price (see Be Prepared)

Brown paper bag

Toy pennies—10 per child

*Number list (Extra Support tip)

*Printables provided

Optional Reading

My Granny Went to Market by Stella Blackstone

Be Prepared: Gather 20 play food items. Tape a piece of paper (or dot sticker) with a price from 1–10 cents on each item. You may also wish to place the corresponding number of dots on each price sticker. Place the items in a paper bag. By pulling items from the bag, children will experience an element of surprise. Also, children will have a better chance of choosing items with different prices.

BEGIN: Today we will pretend we are going grocery shopping. Have you ever been to a grocery store? What did you see there?

EXPLAIN: I have some items in my bag that we can pretend to buy at a grocery store. Each item has a price on it. A **price** tells us how much an item costs. Let's take a look at one of the items.

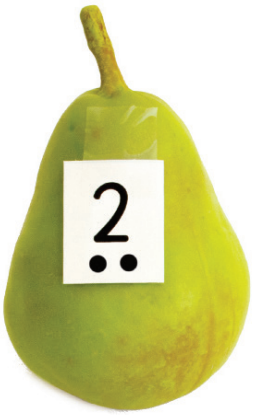
[*Pull out one item from the bag. Point to the price sticker on the item.*]

ASK: What number is on this price sticker?

EXPLAIN: The number on the price sticker tells us how many toy pennies we need to buy the item. To pretend we are buying this item, we need ___ toy pennies. Let's together count the toy pennies.

[*Place each of 12 pennies in front of you in a collection that each child can see. Do not stack the pennies.*

Count out the number of pennies that matches the numeral on the price sticker. Encourage children to count with you as you point to each penny counted and push it aside as it is counted.]



Now we have the correct number of toy pennies to buy the item!

ACT: [*Give each child 10 toy pennies. Ask children to count the pennies to be sure they each have 10. Observe as they count.*]



EXPLAIN: We each have 10 pennies. Each of us will have a turn to reach into the bag and pull out a grocery item. After we've pulled out the item, we will look at the price sticker on the item and say the number we see. Then we will count out the number of toy pennies to pay for the item.

When we are finished with the activity today, we will return the items and the toy pennies. We will not keep them for ourselves. Our play things will stay in our classroom.

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Counting Things *continued*

ACT: [*Invite each child to choose and "pay" for an item. As each child counts out his/her pennies, encourage him/her to move each penny aside as it is counted.*]

RECAP: Today we pretended to go grocery shopping. We pulled items from a bag and counted out enough toy pennies to pay for the items.

Scaffolding Tips

Extra support ■ Affix prices of less than 10 pennies if you anticipate counting larger quantities of pennies may be too challenging. ■ If a child is uncertain about the numeral on the sticker, encourage the child to count the number of dots you placed on the sticker. ■ Use a number list to help children identify the numeral on the price sticker.

Enrichment ■ After a child counts out the correct number of pennies, ask how many pennies he/she would need if the selected item cost two more pennies. ■ Ask children to pull two items from the bag and determine which item costs more.

123 Center Activity

Supply the housekeeping center with the priced food items used in today's activity and a toy cash register. Encourage children to "buy" and pay for the items with toy pennies.

Family Child Care

Invite school-age children to place prices on real boxed or canned food. Encourage children to pretend to buy several items after they have added the total number of pennies needed.

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WEEK 23

DAY 2

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel guilty.

Key Concepts

New: Guilty

Materials Needed

*2 pictures as shown

2 puppets

*Printables provided

BEGIN: I want to tell you a story that will help us learn about an emotion called guilt. We may feel **guilty** when we do or say something that is wrong or may make someone else feel bad.

EXPLAIN: [*Display picture of Stella.*]

Stella



This is Stella. Stella loves to ride her bicycle. She rides it whenever she can. She rides her bicycle at her house and when her family goes to the park. Stella is very proud of her bicycle. She takes good care of her bicycle by washing it when it gets dirty from riding in mud puddles. She puts it in the garage at the end of the day.

[*Display picture of Brigette.*]

Brigette



This is Stella's friend Brigette. One day Brigette went to Stella's house to play. Stella and Brigette decided to play outside. Stella rode her bicycle in the driveway and Brigette drew pictures with chalk.

Brigette loved the basket on Stella's bike. She also loved the streamers that flew from the handlebars.

[*Point to and name the handlebars and streamers in the picture of Stella and her bicycle.*]

Brigette wanted to ride around the driveway on Stella's bicycle. Brigette asked, "Stella, may I have a turn riding your bike?" Stella yelled, "No! This is my bike and I am the only one who rides it!" This made Brigette feel very sad.

Brigette sat down and cried. Stella began to feel bad inside. Brigette was her best friend and she did not like to see her cry. Stella knew it wasn't nice to yell at her friend, but she didn't want anyone else to ride her bicycle.

Stella kept riding her bike in the driveway and Brigette sat on the side of the driveway crying. Stella felt yucky inside. Her stomach began to hurt, and she began to feel even more yucky inside because she had yelled at her friend and her friend was crying.

ASK:

- What do you think Brigette was feeling while she was crying? (sad, angry, etc.)

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WEEK 23 DAY 2

Understanding Feelings *continued*

Social-Emotional

- Stella felt bad because she yelled at her best friend Brigette. What emotion do you think Stella was feeling? (guilt)

EXPLAIN: We sometimes feel guilty when we do something that we know is wrong or when we do something that makes someone else upset. We feel bad inside when we feel guilty. Everyone feels guilty sometimes.

Let's think of some things that could help both Brigette and Stella.

ASK: What do you think Stella could do to help Brigette feel better?

[*Help children discuss options for Stella to try.*]

EXPLAIN: I have two puppets. Let's pretend the puppets are Stella and Brigette. I will be Stella.

ASK: Who would like to be Brigette?

EXPLAIN: We can use our puppets to try our ideas of how Stella could help Brigette feel better.

ACT: [*Invite the volunteer child to use his/her puppet to pretend to be Brigette. The child may wish to pretend crying. Use your puppet to try one or more ideas suggested by children. Example ideas: Stella tells Brigette she is sorry she yelled. Stella lets Brigette ride her bicycle.*

After each role play with the puppets, discuss with children their thoughts about how both Brigette and Stella might feel better.]

RECAP: Today we talked about feeling guilty. When might we feel guilty? (when we do something that we know is wrong) Everyone feels guilty sometimes.

Scaffolding Tips

Extra support ■ As you tell the story, change your inflection to represent the voices of Stella and Brigette. Example: Use a hurtful tone when Stella tells Brigette she cannot ride her bike.

Enrichment ■ Ask children to think of other situations where someone might feel guilty. Examples: taking a toy from someone, breaking something that belongs to someone else.

Center Activity

Provide puppets. Encourage children to use the puppets to try out their ideas of how Stella and Brigette might feel better.

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Understanding Feelings *continued*

Social-Emotional

Family Child Care

Encourage children to tell family members at pickup time about the emotion of guilt. Invite children to ask their family member(s) if he/she has ever felt guilty and why. What did the family member do about it?

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WEEK 23

DAY 2

Exploring Life Cycles

Science

Be Prepared: Cut a circle from yellow paper to represent the sun. Also, cut two green circles for each child to represent bean pods.

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will strengthen their understanding of a bean plant's life cycle.

Key Concepts

Review: Bean pods

Materials Needed

*4 pictures as shown

Sun cutout (see Be Prepared)

Green circles—2 per child (see Be Prepared)

*Printables provided

BEGIN: We are learning about the life cycle of a plant. What kind of plant are we learning about? (bean)

EXPLAIN: Let's look at the pictures to help us remember the life cycle of a bean plant. There are four stages in the life cycle of a bean plant. We have one picture of each stage.



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[*Display, out of order, the four pictures. Say the name of each stage as you display its picture. Then put the pictures in the correct order as children respond to questions about stage order. Encourage children to say the name of each stage and also point to its picture in responding to the following questions:*]

ASK:

- Which stage comes <u>first</u>? (seed)
- What is the <u>second</u> stage of a bean plant's life cycle? (seedling)
- What is the <u>third</u> stage? (flower)
- Which stage comes <u>last</u>? (bean pod that holds seeds)

EXPLAIN: Each stage in the life cycle of a bean plant is different. Let's act out the stages of a bean plant's life cycle!

ACT: Let's first pretend we are bean seeds in the soil.

[*Invite children to roll into a ball on the floor to become a bean seed.*]

I will pretend to pour water on you, so you can begin to grow. Let's pretend our roots are growing by stretching out our legs as I pretend to pour water on you. Our roots are soaking up the water in the soil.

[*Encourage children to pretend to stretch their "roots."*]

Now the sun is shining down on us as we grow up through the soil. Let's lift up our arms with our hands closed and stand up as the sun helps us to grow.

[*Hold up sun cutout as children "grow."*]

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Exploring Life Cycles *continued*

Science

Now we are a seedling! Our flowers will start to grow as the sun shines and I keep pouring pretend water. Let's open our hands as we lift up our arms. We will pretend our open hands are our flowers. Now the flowers will become bean pods! Remember, bean pods hold the bean seeds that can be eaten.

[*Give each child two green circles to hold. These are their bean pods. Invite children to act out the life cycle again, if time permits.*]

ASK: What will happen to the seeds that are inside our bean pods if they are planted in the soil? (they will begin the life cycle again, they will grow)

RECAP: Today we remembered the order of the four stages of a bean plant's life cycle. We also acted out each stage of a bean plant's life cycle. What stage of the life cycle did you like best? Why?

Scaffolding Tips

Extra support ■ If children have difficulty describing the stages of a bean plant's life cycle, point to and briefly describe the picture of the pertinent stage and help with vocabulary, if appropriate.

Enrichment ■ Ask children to describe what would happen to bean seeds if they didn't have sunshine or water.

Center Activity

Supply several types of seeds. Some larger seed options include pumpkin, beans, corn, and peas. Encourage children to sort the seeds.

Family Child Care

Invite children to help prepare a lunch item made with beans.

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WEEK 23

DAY 3

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify the name of the letter M.

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter M card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided

BEGIN: [*Display letter M card.*]

- What is the name of this letter?
- Pop up if you have the letter M in your name!

M m

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 23

DAY 3

Counting Things

123 Mathematics

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will determine the price of an item when it costs one more penny.

Key Concepts

Review: Price

Materials Needed

20 play food items tagged with prices (see Be Prepared)

Brown paper bag

Toy pennies—10 per child

*Number list (Extra Support tip)

*Printables provided

Optional Reading

A Chair for My Mother by Vera B. Williams

Be Prepared: Gather 20 play food items. Tape a piece of paper (or dot sticker) with a price from 1–10 cents on each item. If children in your classroom find the "one more" concept challenging, use prices from 1–5 cents. You may also wish to place the corresponding number of dots on each price sticker and use a number list to help children determine the numeral, if appropriate. Place the items in a paper bag. Use only play pennies for this activity not nickels and dimes.

BEGIN: Today we will pretend to go grocery shopping again. Our bag has many of the items we used yesterday. Each item has a price on it. Remember, the price tells us how much an item costs.

This time we will shop a little differently. Each of us will pull an item out of the bag and look at the price sticker. Then we will figure out the price when it costs one more penny.

[*Pull out one item from the bag. Point to the price sticker on the item.*]

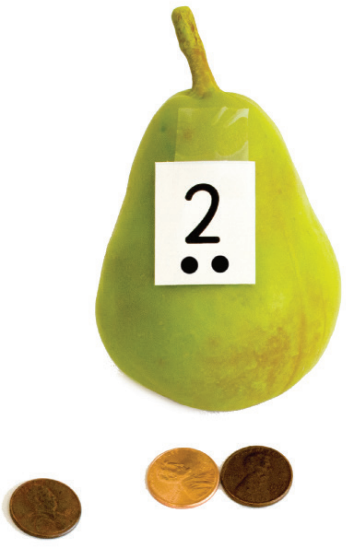
ASK: What number is on this price sticker?

EXPLAIN: The number on the price sticker is ___. This item will cost one more penny than the number on the price sticker.

ASK: What number is one more than the price on this sticker?

EXPLAIN: I am going to pretend to buy this (item). Please count my pennies with me.

ACT: [*Count out the number of pennies that is one m than the numeral on the price sticker. Encourag children to count with you as you point to each penny counted and put it in a separate group a counted. Emphasize the "one more" penny as y count it.*]



Now we have the correct number of toy pennies to buy the item!

[*Give each child 10 toy pennies. Ask children to count the pennies to be sure they have 10. Observe as they count.*]

EXPLAIN: Now we are going to take turns pretending to buy the items in the bag. We each have 10 pennies. We will each have a turn to reach in the bag and pull out a grocery item. After we've pulled out the item, we will look at the price sticker on the item and then determine the price with one more penny. Then we will count out that many pennies to pay for it.

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Counting Things *continued*

Remember, when we are done with the activity, we will need to return the items and the toy pennies.

ACT: [*Invite each child to pull out and "pay" for an item. Provide verbal guidance as appropriate. Make sure each child has a turn. Repeat if time and child interest permit.*]

RECAP: Today we pretended to go grocery shopping again. Each item cost one more penny than the number on the price tag.

Scaffolding Tips

Extra support ■ Use a number list to help children identify one more penny (the number immediately after the number on the price tag). ■ To demonstrate the addition of one more penny, point to and count again each penny you set aside in a price matching group. Explain this is the same as the price on the sticker. Then add one more penny to the group set aside for purchase of the item. ■ If children need additional experience with counting the same number of pennies listed on the price sticker, omit the "one more" portion of the activity.

Enrichment ■ Ask children to figure out the price of an item if it cost two more pennies. If children are unsure, use a number list to demonstrate. Point to the numeral listed on the price sticker and the corresponding numeral on the number list. Count two more to find the price of the item with an additional two more pennies.

123 Center Activity

Supply the housekeeping center with the priced food items used in today's activity and a toy cash register. Encourage children to "buy" and pay for the items with the number of toy pennies that is one more.

Family Child Care

Encourage school-age children to read a counting book to younger children. Invite younger children to use manipulatives to count out the corresponding number of items as each page is read. Examples: *My Granny Went to Market* by Stella Blackstone or *Ten Red Apples* by Pat Hutchins.

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WEEK 23

DAY 3

Understanding Feelings

Social-Emotional

3-5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand the concept of apologizing.

Key Concepts

New: Apologize

Review: Guilty

Materials Needed

*2 pictures as shown

I'm Sorry by Sam McBratney

*Printables provided

BEGIN: We are learning about feeling guilty. Yesterday we listened to a story about two friends named Stella and Brigette.

ASK: [*Display pictures of Stella and Brigette.*]

- What happened in the story?
- What does it mean to feel guilty? (when we did something that we knew was wrong, when we did something that made someone else upset and feel bad about it)

Stella



Brigette



EXPLAIN: In the story, Stella felt guilty about yelling at her friend. Stella felt bad because she did something that she wished she had not done.

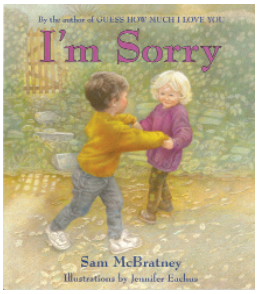
One thing we can do when we feel guilty is to say we are sorry. Saying we are sorry is called an apology. When we **apologize**, we let someone know we feel bad about something we've done or for causing a problem.

We might tell someone we will act differently next time. We could say something like "I'm sorry, I will try to share my paint next time." Or, if we've done something that was an accident we could say "I'm sorry, it was an accident" or "I'm sorry, I didn't mean to step on your toe."

ASK:

- Has anyone ever told you he/she was sorry?
- Do you think it was hard for the other person to say "sorry"?
- Have you ever said "I'm sorry"?

ACT: [*Display book cover.*]



We are going to read a book called *I'm Sorry*. The author of the book is Sam McBratney. The book is about two friends who like to play together just like Stella and Brigette.

[*After you have finished reading the book, use questions, such as the following, to promote children's understanding of feeling guilty and apologizing:*]

- What happened right after the two friends in our book shouted at each other? (wouldn't speak to each other; wouldn't play together anymore; pretended friend was not there; pretended to not care about friend)

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Understanding Feelings *continued*

Social-Emotional

- Why did the two friends decide to say "I'm sorry" to each other? (because they were friends who cared about each other)

  [*Point to children's faces on the two pages where each says "I'm sorry."*]
- Let's look at the faces of the two friends. What do you think the two friends might be feeling? (happy)

  [*Point to children's faces on the two prior pages.*]
- The two friends were feeling sad in these pictures. Why were the two friends feeling sad? (because they weren't playing together; they felt guilty about shouting at each other)

RECAP: We usually feel guilty when we do something that hurts or upsets someone else. We feel bad inside when we feel guilty. When we apologize for something we have done, it can help people feel better. We can also feel better if we apologize. What can we say when we apologize? ("I'm sorry")

Scaffolding Tips

Extra support ■ To help children connect the content of the book to yesterday's story about Stella and Brigette, point out how the experience of two friends shouting at each other (described in the book) is similar to the story of Stella yelling at Brigette. ■ If children have difficulty recalling what happened right after the two friends shouted at each other, display and discuss the pertinent pages of the book.

Enrichment ■ Ask children if they can think of a time when they felt sorry but didn't want to apologize. Ask if they can explain why they didn't want to apologize.

Center Activity

Provide two bags. Place in one bag 5–6 classroom items, such as a toy, book, play food item, block, crayon, and doll. Place in the second bag the sad and happy Feeling Faces from Week 11, Day 2. Also make and include Feeling Faces for scared and guilty (see adjacent picture). Introduce the guilty and scared Feeling Faces to children before center time. Invite children, one at a time, to choose one item from the first bag and one Feeling Face from the second bag. Invite children to use the item and the Feeling Face to tell a story. Example: "Once there was a little doll that was sad . . ." Encourage children to make up a story that includes the item, a feeling word, and some resolution through apology. Example: "Jerry said he was sorry for taking the crayon from Josie, and it made her feel happy." Consider inviting children to think about how the story might end using an apology.



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Understanding Feelings *continued*

Social-Emotional

Family Child Care

Encourage older children to draw two sets of pictures, with two faces in each: (1) the faces of Stella and Brigette after Stella yells at Brigette, and (2) the faces of Stella and Brigette if Stella said "I'm sorry for yelling at you" to Brigette. Invite children to use the pictures to retell the story.

The center activity is described in the following source: Stewart, D. J. (2011, September 3). In the news: Telling a story right out of the bag in preschool [Web log post]. Retrieved from http://www.teachpreschool.org/2011/09/story-telling-bag/

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WEEK 23

DAY 3

Exploring Life Cycles

Science

3-5 YEARS

Large Group

Skill and Goal

Knowledge of life cycles

Children will deepen their understanding of what seeds need in order to grow by planting seeds.

Key Concepts

Review: Seed

Materials Needed

- Clear plastic cups—1 per child
- Spoon or scoop—1 per child
- Soil
- Bean seeds—2–3 per child
- Small watering can

Be Prepared: Write each child's name on his/her cup. Ask another adult to help with today's activity. Beginning next week, as the bean seeds begin to sprout and grow, invite children to record the changes they observe in their science journals. Date each drawing to keep track of how long it takes for the plant to mature. Other observations can be made by measuring the height of the plant each day.

BEGIN: This week we are learning about the life cycle of a bean plant. We know that the life cycle of a bean plant has four stages.

EXPLAIN: Today we will plant our own bean seeds, so we can learn more about the life cycle of a bean plant by watching our plant grow!



Renee/flickr.com/(CC BY-NC 2.0)

ACT: [*Invite children to sit at a table. Give each child a clear plastic cup. Make sure each child's name is on his/her own cup.*]

We know that the seed is the first stage in the life cycle of a bean plant. Remember, a seed is a small part of a plant that can grow into a new plant.

What does a seed need in order to grow? (soil, water, sunlight, nutrients)

The first thing we need to do is put soil in our cups. Soil will help our seeds to grow.

[*Invite children to add soil to their cups with a spoon or scoop.*]

Now we can place our seeds in the soil.

[*Demonstrate how to gently put bean seeds on top of the soil. Give each child 2–3 bean seeds, and invite children to put their bean seeds on top of the soil in their cup.*]

Now we need to cover the bean seeds by putting a little more soil on top of them.

[*Invite children to add a little more soil to their cups with a spoon or scoop.*]

What should we put on our bean seeds to help them grow? (water)

We know that living things need water in order to grow. We will put a little water on the soil to help our bean seeds grow.

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Exploring Life Cycles *continued*

Science

[*Demonstrate how to carefully sprinkle water. Help children with this step to ensure they don't add too much water.*]

There is one more thing we need to do to help our bean seeds grow.

What is another thing our bean seeds need? (sunlight)

We will put our bean seeds on the windowsill (or under a lamp) to make sure they get enough sunlight.

RECAP: Today we planted our own bean seeds, so we can watch them change and grow. It will take several days for our bean seeds to begin to grow. What should we do to help them grow? (water them each day, keep them in the sunlight)

Scaffolding Tips

Extra support ■ Encourage children to describe each step as they plant their seeds.

Enrichment ■ Ask children if they think the cup will be big enough as the bean seed begins to grow. Why or why not?

Center Activity

Provide watercolor paints, paper, and *pictures of the four stages in the life cycle of a bean plant. Invite children to represent one, several, or all stages using the watercolor paints.

*Printables provided

Family Child Care

Invite school-age children to begin making a book that depicts the changes that take place with younger children's bean plants. Invite them to draw the plants several times a week and place the drawings in the book. Place the book near the bean plants for all children to enjoy.

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WEEK 23

DAY 4

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Skill and Goal

Phonological awareness

Children will strengthen their understanding of initial sounds in words.

Key Concepts

Review: Beginning sound

Materials Needed

*Letter cards M, F, and P

Sticky tack

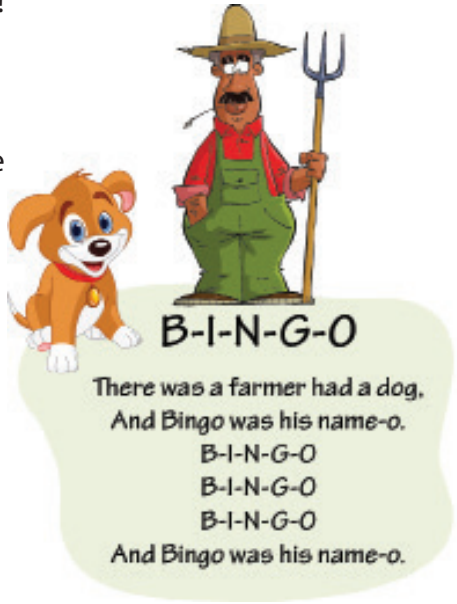
Whiteboard

*Printables provided

BEGIN: What sound do you hear at the beginning of the word "song"? (/s/)

ACT: Let's sing together the "Bingo" song!

[*Lead children in singing the first verse of "Bingo."*]



ASK: What letter sound do we hear at the beginning of the word "Bingo"?

EXPLAIN: The word "Bingo" begins with the /b/-/b/-/b/ sound. We are going to pretend Bingo changed his name. We will change the first letter in the word "Bingo."

[*Place the letter M on top of the letter B on the whiteboard.*]

ASK:

- What letter is now at the beginning of the name? (M)
- What is Bingo's new name? (Mingo)



EXPLAIN: M says /m-m-m/. Now his name would be Mingo! Let's say his new name together: Mingo. Now let's sing the song using his new name, Mingo!

ACT: [*Together sing the first verse of the song with "Mingo."*]

Let's change Bingo's name again!

[*Replace the first letter in the word "Bingo" again with the letter F. Ask children to figure out what Bingo's name will be with the letter F replacing the letter B. Sing the first verse of the song with the letter F. If time permits, sing the song a final time using the letter P to replace the letter B in the word "Bingo."*]

EXPLAIN: Now we are going to play our funny name game again. I am going to say one of your names without its beginning sound.

We know a name can sound different without its beginning sound. If I took off the /n/ sound from the beginning of the name "Nancy," we would have the word "ancy." "Ancy" is what is left of the name "Nancy" when we take off the /n/ sound. Let's try it with our own names! Remember to raise your hand if you think I am saying your name without its beginning sound.

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WEEK 23
DAY 4

Understanding Words *continued*

Language/ Literacy

ACT: [*Say each child's name, one at a time, without its beginning sound. Encourage each child to raise his/her hand if he/she believes you are saying his/her name. Encourage the child to say his/her name without the initial sound (repeat what you say). Remind children not to say whose name they think it is out loud so that each child will have a turn determining if you are saying his/her name. Continue until you've said each child's name.*]

RECAP: Today we sang the song "Bingo" while thinking about the beginning sound in the word "Bingo." We also played our funny name game where we listen for our name without its beginning sound. Did your name sound the same without its beginning sound?

Scaffolding Tips

Extra support ■ Sing the "Bingo" song slowly as you enunciate clearly the beginning sound of the new word. ■ If children are having difficulty determining whether you are saying their name without its initial sound, elongate the initial sound first, pause, and then say the remainder of the name. Example: /M-M-M/ . . . indy.

Enrichment ■ Invite children to substitute the B in Bingo with letters not used in the activity. ■ Ask children to remove the beginning sound from other words. Example: "What is left if we take the /p/ sound away from pool?"

Center Activity

Provide a small whiteboard with the word "Bingo" written on it and letters H and R written on squares of paper. Invite children to continue the song learned during the activity as they cover the letter B with different letters.

Family Child Care

Invite school-age children to think of animal names and take the initial sound away from the animal name. Encourage younger children to guess the animal. Example: "This animal squeaks. It is an 'ouse.'" (mouse) "This animal likes to hop. It is an 'abbit.'" (rabbit) Encourage younger children to say the letter sound that is missing from the beginning of the word.

Source of BINGO nursery rhyme: Gardner, E. E. (1920). Some play-party games in Michigan. *Journal of American Folklore*, 33, 91-133.

The beginning sound activity is described in the following two sources: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.; Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 23

DAY 4

Counting Things

123 Mathematics

Be Prepared: Place numeral cards in the basket. Children sit around a table for this activity.

3-5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will broaden their understanding of how to determine which numeral is one more than a given numeral.

Key Concepts

Review: One more

Materials Needed

Small counting items of the same color and size; such as circle counters, animal counters, or blocks—10 of same item per child

Basket

*Small numeral cards 1–9

*Number list (Extra Support tip)

*Printables provided

Optional Reading

Grandma's Button Box by Linda Williams Aber

BEGIN: Today we will practice finding one more.

[*Place the basket of cards in a central location on the table. Put 10 items of similar size and color in front of you.*]

EXPLAIN: There is a basket of number cards on our table. Each of us will have 10 items in front of us. We will take turns choosing a number card and then counting out the number of items that is one more than the number card we chose. Let me show you.

[*Choose a numeral card from the basket. Say the numeral name, and then count out the corresponding number of items. Move each item into a small group as you count it. Then count one more. Emphasize the "one more" item as you count it. Then say the total number. Example: "I have five circles when I add one more."*]

Now it is your turn to try.

ACT: [*Give each child a group of 10 or fewer counting items that are similar in size and color. Invite a volunteer child to begin. Provide verbal guidance if appropriate.*

Continue until each child has had a turn. Repeat the activity if time permits.]

RECAP: Today we used counting items again. Each of us chose a number card and counted out the number of items that was one more than the number on the number card we chose.

[*If time permits, sing the adjacent song:*]



Ten Went to Bed

(*Sing to the tune of "Ten in the Bed"*)

There were zero in the bed
And the little one said
"I'm tired, I'm tired."
So he jumped in and fell asleep.
There was one in the bed
And the little one said
"I'm tired, I'm tired."
So he jumped in and fell asleep.
There were two in the bed . . .
There were three in the bed . . .
There were four in the bed . . .
There were five in the bed…
There were six in the bed . . .
There were seven in the bed . . .
There were eight in the bed . . .
There were nine in the bed . . .
There were ten in the bed
And the little ones said
"Good night!"

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Counting Things *continued*

Scaffolding Tips

Extra support ■ Use a smaller number of numeral cards (such as seven) and provide fewer items for each child to count if you anticipate having 10 items may be too challenging. ■ Display a number list and refer to it if children seem uncertain about what numeral comes immediately after the chosen numeral. You also may wish to point to the numeral chosen on the number list and remind children that the numeral that is one more is the next numeral on the list. ■ After each child participates, remind children of the task of adding one more. Example: "Sam pulled a card with number three on it. He counted out four blocks. Four is one more than three."

Enrichment ■ Add challenge by encouraging children to say what number is one more than the number they selected from the basket prior to counting their items. ■ Encourage children to count "one less" rather than one more than the numeral chosen.

123 Center Activity

Supply the counting items and *small numeral cards used during today's activity. Invite children to continue the activity.

*Printables provided

Family Child Care

Invite school-age children to count out four more items.

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WEEK 23

DAY 4

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Skill and Goal

Knowledge of social and physical environments

Children will understand the types of tools used by different community helpers.

Key Concepts

Review: Community helper
Tool

Materials Needed

*26 pictures as shown
Basket

Also Promotes

Social-Emotional

*Printables provided

Be Prepared: Place the 13 pictures of tools on tables face up so each picture can be easily seen. The pictures of community helpers will be distributed to pairs of children (one picture per pair).

BEGIN: Today we are going to talk about some of the tools community helpers use to help people. Remember, a tool is an item that helps someone to do something.

EXPLAIN: We have pictures of different community helpers. We also have pictures of tools used by helpers to do their job in the community.

We will work with a partner to match each tool with the community helper who may use it. Some of the tools might be used by more than one community helper.

Here are some of the tools shown in our pictures.

[*Display and say the name of two or three tools shown in pictures, one at a time. Be careful to not say who would use the tool.*]

ACT: [*Form pairs of children. Give each pair one picture of a community helper. Invite two or three pairs to look at pictures of tools on the tables. Other children can talk with their partner about what tool(s) they think might be used by the helper shown in their picture.*

Encourage the members of each pair to talk with one another about the tool selection. Discourage a pattern of one member of the pair making the choice without talking with his/her partner.

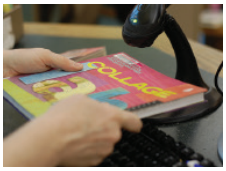

Firefighter

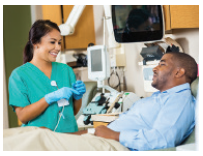

Ax


Mechanic


Wrench


Librarian


Scanner


Nurse


Thermometer


Custodian


Mop


Construction Worker


Crane


Police Officer


Car

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Exploring Where We Live *continued*

Social Studies

After each of the two or three pairs of children has selected a tool picture, invite each pair of children to stand together as they each display their two pictures (community helper and tool). Encourage pairs of children to describe what they know about how the pictured helper may use the tool. Example: "A thermometer is used by a nurse. It is used to help people when they are not feeling well." Children may have limited understanding of how some tools are used. Use the accompanying brief descriptions of tool use to expand on children's descriptions if necessary. Children may have appropriate ideas about tool use that are not in the accompanying descriptions. Be careful to not dominate the session with information you share. It's important for children to have accurate information while also remaining active participants in the process.

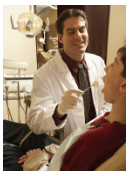
Children should return their pictures of tools to the table after they describe their helper and chosen tool. Continue until all pairs have selected a tool picture and talked about their selection and helper.]

- Firefighter—ax (helps break down doors to find people in a fire)
- Mechanic—wrench (helps fix your bike or car)
- Librarian—scanner (helps people check out books from the library)
- Nurse—thermometer (helps measure the temperature of people who are sick)
- Custodian—mop (used for cleaning up messes on a floor)
- Construction Worker—crane (helps lift heavy building objects)
- Police Officer—car (helps keep people safe by getting to them quickly)
- Doctor—stethoscope (listens to the heart and lungs of someone who is sick)
- Dentist—mirror (helps dentists see inside a person's mouth)

Community Helpers and Tools

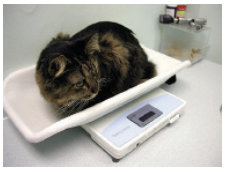

Doctor


Stethoscope

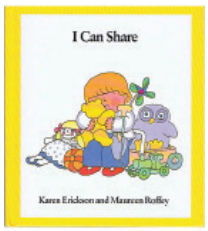

Dentist


Mirror


Veterinarian


Scale


Teacher



Book


Food Service Worker


Ladle


Farmer


Plow

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Exploring Where We Live *continued*

Social Studies

- Veterinarian—scale (helps weigh animals)
- Teacher—book (helps children learn something new)
- Food Service Worker—ladle (used when cooking food)
- Farmer—plow (used to break up the soil so it is ready to plant crops)

RECAP: Today we talked about tools that community helpers may use. Which tool would you like to use? Why?

Scaffolding Tips

Extra support ■ As pairs of children match a tool with their picture of a community helper, give hints, if appropriate. Example: "Your helper is a doctor. What might a doctor need to listen to your heart?" (stethoscope) ■ If children identify more than one tool that could be used by the helper shown in their picture, encourage them to describe all tools they think are matched to their helper. Example: A librarian can use both a scanner and a book.

Enrichment ■ Take children on a "field trip" to part of your center where tools can be found. Example: custodian closet. ■ Encourage children to name tools that can be used by more than one helper. Example: a stethoscope can be used by a doctor, a nurse, and a veterinarian.

Center Activity

Provide the two sets of *pictures used in today's activity (one collection of each) and invite children to match tool to helper.

*Printables provided

Family Child Care

Find items around your home that can be used by a community helper. Examples: hammer, sponge, bandage. Encourage school-age children to name a community helper who may use each item. Younger children may enjoy pretending to be different community helpers throughout the day. Example: During lunch or snack time, children could pretend to be food service workers as they help prepare food.

Photo credits: wrenches-Anders Illum/flickr/(CC BY-NC-ND 2.0); library book scanner-Salem (MA) Public Library/flickr/(CC BY-NC-ND 2.0); thermometer-Graco Children's Products/flickr/(CC BY-NC-ND 2.0); crane-Washington State Dept of Transportation/flickr/(CC BY-NC-ND 2.0); police officer-Port of San Diego/flickr.com/(CC BY 2.0); police car-Mo Elnadi/flickr/(CC BY-NC 2.0); dentist mirror-World Bank Photo Collection/flickr/(CC BY-NC-ND 2.0); veterinarian-Myfuture.com/flickr/(CC BY-ND 2.0); veterinarian scale-sharyn morrow/flickr/(CC BY-NC-ND 2.0); book-Luke Jones/flickr/(CC BY 2.0); food service worker-U.S. Department of Agriculture/Flickr.com/(CC BY 2.0); farmer-mahalie stackpole/flickr/(CC BY-SA 2.0); stethoscope-Michael/flickr/(CC BY-NC 2.0)

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WEEK 23

DAY 4

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will balance and shift their weight by standing on one leg and by pretending to jump like a frog.

Key Concepts

New: Shift

Review: Weight
Opposite
Balance

Materials Needed

*1 picture as shown

Also Promotes

Self-Regulation

Be Prepared: Children will stand on one leg and also extend their legs slightly into the air when shifting their weight to their hands in today's activity. Be sure children are spaced sufficiently far apart so they will not bump into anyone. Ask another adult to help with the activity, especially when children try to stand on one leg.

BEGIN: We are learning how to balance our bodies when we move them. Balancing our bodies helps us not fall down. Today we will practice some different ways to balance our bodies.

Please stand up. Let's pay attention to how our feet and legs help us keep our balance.

EXPLAIN: Each of us has weight. We know that weight is how heavy something is. Right now both of our feet and legs are holding the weight of our body.

We can shift our weight to one of our legs. **Shift** means to move something from one place to another place. We can shift our weight from one leg and foot to another leg and foot.

ACT: [*Demonstrate—or invite a volunteer child or other adult to demonstrate—the actions described below. In the first action, alternate lifting a foot slightly off the floor as you move your body weight from one side to the other side. In the second and third actions, hold out your arm that is opposite the foot and leg you are standing on.*]

I am moving my body from side to side. I am shifting the weight of my body from one foot to my other foot. When I stand on one foot, I am slightly lifting my opposite foot. My opposite foot is my other foot. Our foot that is on the floor is on one side of our body. My opposite foot is on the other side of my body. Right now we want to lift our foot that is on the opposite (other) side of our body.

Now it is your turn to try to move your body from side to side. Please shift your weight from one foot to your other foot.

[*Provide verbal guidance as appropriate.*]

Now I am going to stand on one foot and leg. Please watch me shift the weight of my body to one leg and foot.

ASK: How am I using another part of my body to help me keep my balance (not fall over)? (putting out arm)

EXPLAIN: My body might tip over if I do not put out my arm that is opposite of the foot and leg I am standing on.

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WEEK 23 DAY 4

Moving Our Bodies *continued*

Physical/ Health

ACT: Let's all try to stand on one foot and leg. Remember to use your opposite arm to help you balance your body.

[*Provide verbal guidance as appropriate.*]

Please stand on both of your feet. What is holding the weight of your body right now? (both legs)

Now let's stand on our other foot and leg. Remember to use your opposite arm to help you keep your balance.

[*Provide verbal guidance as appropriate.*]

Let's shift our weight by standing on one foot and leg and then standing on our other foot and leg. Pay attention to how we keep our balance. We want to move slowly from one foot and leg to our other foot and leg. If we shift our weight too fast, we may lose our balance and fall over.

EXPLAIN: Another way we can practice shifting our weight is to pretend we are frogs. Here is a picture of what it looks like to put our body in a frog position.

[*Display picture of child in frog position. Invite volunteer child to demonstrate frog position by bending legs while moving them apart and putting hands in front of body. See picture. Describe for all children what volunteer child is doing.*]



Now (volunteer child) can show us how to jump like a frog.

[*Ask volunteer child to remain on the floor with bended legs and:*

- *put hands (palms down) on the floor slightly in front of body*
- *lean forward on hands*
- *jump feet/legs.*]

(Volunteer child) shifted the weight of his/her body to his/her hands when he/she leaned forward and then jumped by moving his/her feet/legs.

ACT: Let's all try to be a frog. Think about our picture and what (volunteer child) did with his/her body. This is what we do:

- bend our legs while moving them apart
- put our hands on the floor (palms down) in front of our body
- lean forward on our hands
- jump our feet/legs

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Moving Our Bodies *continued*

[*Repeat the jumping part of the frog action if children remain interested.*]

RECAP: Today we learned more about how to balance our body and shift the weight of our body. We shifted the weight of our body by moving from side to side and by standing on one foot and leg. Then we practiced shifting the weight of our body by pretending we were a jumping frog.

Scaffolding Tips

Extra support ■ Some children may benefit from the support of an adult (holding a hand/arm) when trying to stand on one foot/leg. ■ Some children may prefer to watch rather than try to stand on one foot/leg. ■ Provide a demonstration of alternating the foot/leg children stand on during the side-to-side movements. Remind children to not make a quick move from one foot/leg to another. ■ If children have difficulty with the frog jumping action, encourage them to shift their weight to their hands by leaning forward (putting more weight on their hands) and then shifting weight back to their feet. ■ Offer a reminder of the meaning of opposite by asking children to put one foot forward and lift their opposite arm.

Enrichment ■ Invite children to place their hands a little further from their body to take a bigger leap when jumping.

Center Activity

Invite children to continue the frog jumping action. They may wish to add frog sounds (ribbit).

Family Child Care

Encourage school-age children to help balance preschool-age children who want support for standing on one foot/leg.

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood.* Champaign, IL: Human Kinetics.

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WEEK 23

DAY 5

Understanding Words

Language/ Literacy

3-5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the names of the letters R and F.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter R card

*Letter F card

Book of your choice for this week's repeated reading

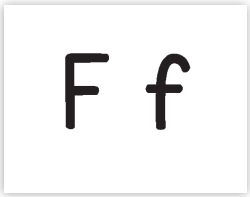
Words We Understand chart from Days 1 and 3

*Printables provided

BEGIN: [*Display the letter R card and the letter F card.*]

- What are the names of these letters?
- Pop up if you have the letter R in your name!
- Pop up if you have the letter F in your name!





EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 23

DAY 5

Counting Things

123 Mathematics

3-5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will deepen their understanding of how to find the number that is one more than a given number.

Key Concepts

Review: One more

Materials Needed

Play food items used on Days 2 and 3

Brown paper bag

10 toy pennies

*Small numeral cards 1–9

10 small blocks

*Number list (Extra Support tip)

*Printables provided

BEGIN: This week we are practicing how to find the number that is one more than another number.

ASK:
- What number is one more than three?
- What number is one more than nine?

EXPLAIN: We practiced finding the number that is one more when we pretended to go grocery shopping. Each of us pulled an item from a bag and then counted out the number of toy pennies we would need to pay for it.

ACT: [*Display bag with food items and 10 toy pennies in front of you.*

Pull several items, one at a time, from the bag and count out the same number of pennies as the price on the sticker. Then ask children how much the item would cost if the price was one more penny.]

Now let's practice finding the number that is one more by looking at our number cards.

[*Display a small numeral card and invite children to say what number is one more than the numeral displayed. Put blocks near by.*]

Our card says number ___. Please help me count out ___ blocks plus one more.

[*Lead children in counting out the number of blocks that represents one more as you point to each block.*]

RECAP: We are learning how to find the number that is one more than another number. Let's march around the room and count to the number that is one more than nine. What number is one more than nine? We will march around and count with each step until we get to number 10!

[*Lead children in marching and counting to 10.*]

Scaffolding Tips

Extra support ■ Use a number list to help children find the number that is one more. ■ If children need additional experience with counting the number of pennies listed on the price sticker, omit the "one more" question.

Enrichment ■ Invite children to choose another small numeral card and say the number that would be one more.

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Counting Things *continued*

123 Center Activity

Provide 10 small baskets with a numeral from 1–10 taped to each basket. Supply small manipulatives, such as blocks or Unifix® cubes. Invite children to count out the number of items needed for each basket.

Family Child Care

Practice finding one more as you take a walk with children. Begin by asking children to find one thing. Examples: one house, one car, one dog. Then encourage children to say the numeral that is one more than one and find the same number of items. Example: "What number is one more than one? Iman says it's two! Let's find two things." Lead children in counting each group of items found. Example: "Sasha found two flowers. Let's count them. One, two. Two is one more than one!"

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WEEK 23

DAY 5

Exploring Where We Live

Social Studies

3-5 YEARS

Large Group

Be Prepared: Children will pretend to be community helpers today in different areas of your classroom. Set up each of 3–4 areas in your classroom to represent places where community helpers work. Examples: hospital, school, library, restaurant, fire station, police station. Supply each area with job-related costumes, props, and tools. Examples: bandages, blankets, a stethoscope, and a thermometer are used in a hospital.

BEGIN: We are learning about people who help others in our community. We call them community helpers.

EXPLAIN: Today we can pretend to be a helper in our community. We can pretend that parts of our room are places where community helpers work. Let's look at the places where helpers work in our community.

ACT: [*Take children on a brief tour of classroom areas of your room organized as places where community helpers work. Describe each area and its helpers. Example: "This part of our room has things used in a hospital. Doctors and nurses work in a hospital."*

Encourage children to pretend they are working as a helper in one of the areas in your classroom.]

RECAP: Today we pretended to be community helpers. What tools did you use?

Skill and Goal

Knowledge of social and physical environments

Children will strengthen their understanding of the work of different community helpers.

Key Concepts

Review: Community helper

Materials Needed

Community helper props, costumes, and tools (see Be Prepared)

Scaffolding Tips

Extra support ■ As children pretend to be different community helpers, offer ideas of scenarios they may encounter if it appears their play may need some focus. Example: "How can you help this little baby who hurt her toe?" ■ Encourage children to work together as community helpers. Example: Two firefighters working together on a fire. One child pretends to hold the water hose to spray a burning house as the second child rescues a kitten from the house.

Enrichment ■ Encourage children to think of the range of helpers in a particular place and consider switching roles. Example: Restaurants have wait staff, cooks, and people who clear tables and clean the floors. A child pretending to be a cook might like to try out working as wait staff.

Center Activity

Encourage children to continue community helper pretend play in different areas of your classroom.

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Exploring Where We Live *continued*

Social Studies

Family Child Care

Encourage children in your setting to pretend they are community helpers during outdoor time. Provide riding toys and props to enhance play.

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WEEK 23

DAY 5

Moving Our Bodies

Physical/ Health

3-5 YEARS

Small Group

Skill and Goal

Motor development

Children will shift their weight by pretending to jump and move like a frog.

Key Concepts

Review: Weight Shift

Materials Needed

*1 picture as shown

Also Promotes

Self-Regulation

Be Prepared: Arrange space for children to move their bodies (as pretend frogs) without bumping into others. Ask another adult to help with the activity, especially the opening segment where children briefly stand on one leg.

BEGIN: Let's all stand up straight and tall. Please put your arms to the side of your body. Our bodies are not leaning in one direction or another. Both of our feet and legs are holding our weight. We know that weight is how heavy something is.

ASK: What could we do with our bodies so one foot and leg is holding more of our weight than our other foot and leg? (stand on one foot/leg, lean our body to one side)

EXPLAIN: Yesterday we practiced shifting the weight of our body. Remember, shift means to move something from one place to another place. We shifted our weight from one foot to our other foot. Let's practice shifting our weight again.

ACT: [*Invite a volunteer child to demonstrate the actions as you describe each.*]

Let's first shift our weight by moving our bodies from side to side. We slightly lift the foot that is opposite of the foot we stand on. We need to go slowly so we can pay attention to how our body weight shifts from one foot to our other foot when we move our bodies from side to side.

[*Encourage children to move their bodies from side to side. Offer verbal guidance as appropriate.*]

How can we use our arms to help us keep our balance when we shift our weight from one side to the other side of our body? (put out arm)

Now let's practice standing on one foot and leg. Remember, we use the arm that is opposite of the leg we stand on to help us keep our balance.

[*Encourage children to stand on one foot/leg. Offer verbal guidance as appropriate.*]

Let's put our feet on the floor so both of our legs are holding our weight.

Now let's stand on our other foot/leg.

EXPLAIN: Yesterday we also practiced shifting our weight by pretending we were a frog.

[*Display picture of child in frog position.*]



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Moving Our Bodies *continued*

We tried to make our bodies look like the child in this picture.

We tried to jump like a frog. What was the hardest part of trying to jump like a frog?

Today we will try to move our body forward when we jump like a frog. We will put our hands a little further in front of us so our body can move ahead when we jump.

ACT: Let's all try to move our body forward when we jump like a frog. I will remind us of what to do:

- bend our legs while moving them apart
- put our hands on the floor (palms down) in front of our body
- lean forward on our hands
- jump our feet/legs and move forward a little

It is easier to move our body forward when we put our hands further in front of us. Please keep trying this part of moving like a frog.

[*Encourage children to practice several forward movements by putting their hands further ahead. Provide individualized guidance to children on placing their hands on the floor further away from their body.*]

ASK: What happens to our weight when we lean forward on our hands? (weight shifts to hands/arms; more of our body is being held by our hands/arms)

RECAP: Today we practiced shifting the weight of our body. We pretended to be frogs. We paid attention to how our body weight shifts when we lean forward on our hands. We also paid attention to how our body weight shifts when we move from side to side and stand on one foot and leg.

Scaffolding Tips

Extra support ■ Some children may benefit from the support of an adult (holding a hand/arm) when trying to stand on one foot/leg. ■ Invite a child volunteer to demonstrate the steps you describe for getting into a frog position and then jumping forward. ■ Remember that some children may prefer to watch rather than try various movements.

Enrichment ■ Ask children to describe why it is easy to fall when we stand on one foot/leg. (the weight of our body is not balanced; our body weight leans strongly in one direction, causing us to fall) ■ Demonstrate and explain how people who run for exercise often lean against a wall when they stretch (by pulling up) a leg. Ask children why people lean against a wall to stretch their leg.

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WEEK 23

DAY 5

Moving Our Bodies *continued*

Physical/ Health

Center Activity

Use tape or string to create a short path for children to follow in moving forward like frogs.

Family Child Care

At pickup time invite children to show their families how they are learning to shift the weight of their body.

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood.* Champaign, IL: Human Kinetics.

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WEEK 24 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to blend two initial sounds (body) with the ending sound (coda) of one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter T (Days 2–5)

Mathematics

Measuring Things

- How to compare the height and width of different items (Days 1, 5)
- How to compare the length of two items (Days 2, 5)
- How to measure things with our hands (Days 3, 5)
- How to measure things using a tool made of Unifix® cubes (Days 4–5)

Self-Regulation

Focusing & Remembering

- How to focus and take turns
  - *Mystery Bag* game (Day 1)
  - *Listening Bingo* (Day 2)

Social-Emotional

Understanding Feelings

- We can feel thankful about things we have or something someone has done or said to us (Day 3)

Social Studies

Exploring Where We Live

- Uniforms worn by community helpers (Day 4)
- How to compare patches and name tags on some community helper uniforms (Day 5)

Creative Expression

Dancing with Music

- Pretending to be different animals moving to music
  - Lion and elephant (Day 1)
  - Fish and bird (Day 2)
  - Dinosaur and swan (Day 3)

Physical/ Health

Staying Healthy and Safe

- A picky eater wants to eat only certain things (Day 4)
- Different types of healthy snack foods (Day 5)
- How we can try different types of healthy foods by eating small amounts (Days 4–5)

Revision: 06/25/2020

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WEEK 24

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter F.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter F card

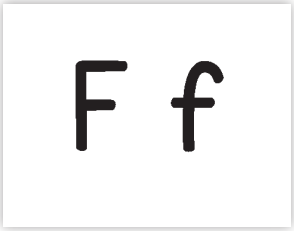
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter F card.*]



The word "frog" begins with this letter. What is the name of this letter?

Letter F says /f/, just like in the word "frog." /f/, /f/, frog. Let's together say /f/, /f/, frog.

Who would like to tell us another word that begins with the letter F?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to the word.*
  - *What does each word mean?*
  - *How was the word used in today's book?*]

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WEEK 24

DAY 1

Measuring Things

123 Mathematics

3–5 YEARS

Large Group



Skill and Goal

Measurement knowledge

Children will compare the height and width of different items.



Key Concepts

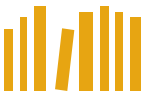
New: Height
Width

Review: Compare
Size



Materials Needed

Pencil
Book
Tissue box
Marker
Block



Optional Reading

Big and Little by Steve Jenkins

BEGIN: Today we will begin learning about the size of things. Do you remember what size means?

EXPLAIN: Remember, the size of something is how big it is. We can find the size of something in different ways.

The **height** of something is how tall or short it is.

[*Point out the height of the door compared to the height of a book.*]

The door is much taller than the book. The door has more height than the book.

ASK: A while ago we learned about skyscrapers in big cities. Are skyscrapers really tall or really short buildings?

EXPLAIN: Let's think about our own height. Some of us are taller or shorter than others. We are all different heights.

[*Invite a child to stand next to you.*]

We can see that we are different heights when we stand next to each other.

ASK: Which one of us is taller?

EXPLAIN: We can compare different things to see which one is taller or which one is shorter. We just compared (child's name) height to my height. We know that when we compare things, we look for ways they are the same or different.

If one of us is taller, then the other person is shorter. When we compare the height of two things, we can say which one is taller or we can say which one is shorter.

ACT: When I say "Go," please find a partner and stand next to him or her. We will make sure everyone has a partner. Go!

Now I am going to ask each pair of children to tell us who is taller or who is shorter.

[*Ask each pair, one at a time, to say who is taller or who is shorter.*

When you have finished talking with each pair, invite children to sit down.]

EXPLAIN: Another way we can find the size of something is to look at its width. The **width** of something is how wide or narrow it is.

[*Move your arms and hands far apart and then close together, but not touching, when you describe the following:*]

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Measuring Things *continued*

Some things are wide. Other things are narrow.

[*Point out the side-to-side width of a book compared to a pencil.*]

The book is wider than the pencil. The pencil is narrower than the book.

Let's compare the width of some items.

[*Display a tissue box and marker side by side.*]

Is this tissue box wider than the marker?

[*Move your finger across the tissue box and then across the marker to point out the width of each.*

Display a pencil and a block side by side.]

Is this pencil narrower than this block?

[*Move your finger across the pencil and then across the block to point out the width of each.*]

If the pencil is narrower, then our block is wider. When we compare the width of two things, we can say which one is wider, or we can say which one is narrower.

This time when I say "Go," please look around the room to find one item that is wider than another item. When you find one item that is wider than another item, hold them both in your hands and tell us which item is wider.

ACT: [*Observe children as they look for two items of different width. Help if appropriate.*

Move around the room and invite each child to share what he/she found. Ask each child which item is wider (or narrower).]

RECAP: Today we learned two ways to talk about the size of something. We learned the height of something is how tall or short it is. Let's all make ourselves a little taller by standing on our toes! We also learned the width of something is how wide or narrow it is. Let's stretch out our arms as wide as we can!

Scaffolding Tips

Extra support ■ When you compare the widths of various items (such as book and pencil), use both hands (with pointer fingers out) to show the ends of each item. Draw attention to how your hands (pointer fingers) are closer together for one item than for the other item. ■ If children have difficulty finding something that is wider than something else, hold up two items and ask which is wider.

Enrichment ■ Invite children to find something in the room that is shorter than their knees.

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WEEK 24

DAY 1

Measuring Things *continued*

123 Mathematics

123 Center Activity

Supply *Shorter Than Me and Taller Than Me pages. Invite children to look around the room for items that are shorter and taller than they are. Ask children to draw pictures of the items on the appropriate side of the page.



*Printables provided

Family Child Care

Take children outside to find something that is taller than they are and something that is shorter than they are. Outdoor spaces often provide a variety of items for children to compare with their own height.

This activity is informed by the following source: Sykes, L. (n.d.) Trains and towers [Online forum]. Retrieved from http://www.cpalms.org/Public/PreviewResourceLesson/Preview/72792

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WEEK 24

DAY 1

Focusing & Remembering

Self-Regulation

3–5 YEARS

Large Group

Be Prepared: If time permits, offer *Musical Simon Says* from Week 22, 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 *Musical Simon Says* from Week 22, Day 2. The game for today may be less challenging when offered again at a later point.

Skill and Goal

Executive function

Children will understand how to focus on information to identify a mystery item. Children also will strengthen their understanding of taking turns.

Key Concepts

New: Mystery

Materials Needed

- Brown paper bag
- 1–3 items to hide in the bag
- Large paper
- Writing tool

BEGIN: Today we will play a new game. This game will help us practice how to focus and to take turns. Our game is called *Mystery Bag*.

[*Display bag with item secretly placed inside.*]



ASK: What does the word mystery mean?

EXPLAIN: A **mystery** is something that is unknown. The game is called *Mystery Bag* because we do not know what is in the bag.

I put something in this bag. We will ask questions that will help us figure out what is in the bag. We might ask whether the mystery item is something to eat or something to play with.

We will take turns asking a question about the mystery item until someone figures out what it is.

ASK: Who would like to go first in thinking of a question to ask about the item in the bag?

ACT: [*Encourage children to take turns thinking of questions that will help them figure out what is in the bag. Help them think of questions, if appropriate. Examples: "What color is it? Is it a toy animal?"*

As children learn some information about the item in the bag, write or draw pictures of what they've learned on a large piece of paper. Example: If they've learned it is a food, write the word "food" or draw a picture of a kind of food. This will help remind children of what they already know about the item. After children have guessed the first item, continue with 1–2 more items secretly placed one at a time in the bag. Make sure children who did not take a turn asking a question about a previous mystery item have an opportunity to ask a question.]

RECAP: Today we played a new game. The game helped us practice how to focus and how to take turns. We asked questions to help us figure out what was in the bag.

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WEEK 24

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Children may need reminders about waiting patiently for their turn. Encourage children to concentrate on the answers to questions while they are waiting. Offer a gentle reminder that each child gets one question at a time. Putting children in a circle and giving each child a turn in the order of children's placement in the circle may reduce behavior management issues. ■ Some children may wish to "pass." ■ If children need extra assistance in guessing an item, give specific hints. Example: "This item is something you might find in the housekeeping center."

Enrichment ■ Encourage several volunteer children to take turns hiding an item in the bag and answer other children's questions about the hidden item. ■ Invite children to try to figure out different items placed in the bag.

Center Activity

Provide brown paper bags and items to hide as children continue playing *Mystery Bag*.

Family Child Care

Send rules home for *Mystery Bag* and encourage children to explain the game to family members at pickup time.

The *Mystery Bag* 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.

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WEEK 24

DAY 1

Dancing with Music

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will move their bodies to music, pretending they are a lion and an elephant.

Key Concepts

New: Composer
Trunk

Materials Needed

Music player

Carnival of the Animals CD

*2 pictures as shown

Also Promotes

Science

*Printables provided

BEGIN:

- Does all music sound the same?

  [*Follow-up prompt, if needed: "Does one song sound just like another song?"*]

- Does all dancing look alike?

  [*Follow-up prompt, if needed: "Do we move our bodies in the same way each time we dance?"*]

EXPLAIN: We know there are lots of differences in music. Songs can be loud, quiet, fast, or slow. Different types of musical instruments make different kinds of sounds.

We also know that we can dance in different ways. We can move our bodies quickly or slowly when we dance. We can take big steps or smaller steps with our feet. We can stretch our arms and move our hands in different ways when we do dance movements.

Today we will listen to some music that was written to help us think about different animals. The person who writes music is called a **composer**. The composer of the music we will listen to wants us to imagine how an animal moves and the sounds an animal makes while it moves.

[*Display picture of lion.*]



whippets.chrichri/flickr/(CC BY-ND 2.0)

Let's listen to music that was written to help us think about a lion.

ASK: What kinds of sounds does a lion make? (roar)

EXPLAIN: Maybe part of the music will sound like a lion's roar! Let's imagine how a lion might sound and walk when we listen to our music.

ACT: [*Play part of Track two on the Carnival of the Animals CD.*]



ASK:

- Did the music help you think about a lion?
- How might we walk if we were a lion?

  [*Invite several volunteer children to show how they might walk like a lion.*]

- How might we stretch if we were a lion?

  [*Encourage children to stretch like a lion.*]

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WEEK 24 DAY 1

Dancing with Music *continued*

Creative Expression

EXPLAIN: Let's listen to our music again and move our bodies like a lion.

If the music sounds like a lion is jumping, we can jump. If the music sounds like a lion is walking slowly, we can move our legs slowly. We can pretend we are the lion the music helps us imagine. We will dance like a lion!

We need to use the personal space around our bodies so we do not bump into each other.

ACT: [*Play part of Track two again on the Carnival of the Animals CD. Encourage children to move like a lion to the music.*

If time and child interest permit, offer the following opportunity to move to music:]

EXPLAIN: [*Display picture of elephants. Point to elephant trunks when described.*]



Diana Robinson/flickr/(CC BY-NC-ND 2.0)

The composer of the music we are listening to today also wrote a song to help us think about elephants.

Maybe you have seen elephants in a movie or television show or at a zoo. Elephants have trunks. We can see the trunk of each elephant in our picture. An elephant uses its **trunk** to breathe, smell, touch, pull things, and make sounds. The trunk is at the front part of an elephant's body and can move from side to side and above the elephant's head.

ASK: What parts of our own bodies could we use to pretend we have a trunk like an elephant's trunk? (arms together with hands clasped)

[*Invite children to stand and pretend they have an elephant trunk.*]

EXPLAIN: Let's listen to music that was written to help us think about an elephant.

ACT: [*Play part of Track seven on the Carnival of the Animals CD.*]

ASK:

- Did the music help you think about an elephant?
- How might we walk if we were an elephant?

[*Invite several volunteer children to show how they might walk like an elephant.*]

EXPLAIN: Let's listen to our music again and move our bodies like an elephant. Maybe the music will help us move our pretend trunks and our big legs. We can dance like an elephant!

ACT: [*Play part of Track seven again on the Carnival of the Animals CD. Encourage children to move like an elephant to the music.*]

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WEEK 24
DAY 1

Dancing with Music *continued*

Creative Expression

RECAP: Today we listened to two songs. One song sounded like a lion moving, and the other song sounded like an elephant moving. We moved like each animal to the music. We danced in different ways to music!

[*Encourage children to describe how the music helped them move like a lion or an elephant. Offer an observation to prompt children to reflect on their movements. Example: "I saw Sophie jump like a lion when the music suddenly moved fast. I saw Aaron move his pretend elephant trunk high above his head when the music hit a high note. How did the music give you ideas of how to move your body?"*]

Scaffolding Tips

Extra support ■ Some children may prefer to watch rather than move to the music. ■ Offer your own demonstration of lion or elephant movements if children are reluctant to move to music.

Enrichment ■ When you introduce the work of a music composer, remind children there is another "c" word associated with music: a conductor. Both words begin with a similar sound. A conductor of an orchestra leads a group of people playing certain kinds of musical instruments (Self-Regulation Week 13, Day 1). ■ Invite children to take turns leading other children in moving like each animal.

Center Activity

Place the CD player and the *Carnival of the Animals* CD in the music center. Encourage children to listen to other songs on the *Carnival of the Animals* CD and move their bodies to the music, if they wish.

Family Child Care

Younger children in your setting may also enjoy moving to the music.

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WEEK 24

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend the two initial sounds (body) with the ending sounds (coda) of one-syllable words. Children also will identify and name the letter T.

Key Concepts

Review: Take turns

Materials Needed

*Picture cards (see Be Prepared)

Chart paper

Marker

*Letter T card

Children's name cards

List of children's first names for display to children

*Printables provided

Be Prepared: Today's activity provides an opportunity for each child to identify a word you say by emphasizing its two parts. If you anticipate a time issue, invite two children sitting next to each other to identify the word. Use picture cards for the following words in today's activity:

be-ll	du-ck	ki-te	ne-st	si-x
boo-k	fa-n	la-ke	no-se	sna-ke
bo-x	fi-sh	li-p	pa-n	su-n
ca-ke	foo-t	lo-g	pi-g	tee-th
ca-t	je-t	moo-n	poo-l	va-n
do-g	ha-t	mo-p	ru-g	ve-st
do-ll				

BEGIN: Today we are going to play a new game with words. Our game is called *What is the Word?* We need to use our listening ears to figure out a word I am saying.

EXPLAIN: [*Place picture cards in a pile face down on a table.*]

I am going to slowly say the word on each of these picture cards. Then we will figure out the word I am saying. I will say two parts of each word. We can figure out the word by putting the two parts together. Each of us will have a turn to try to figure out a word. Let's try our first word together.

ACT: [*Secretly look at the first picture (hat). Place the picture face down in front of children. Blend the two initial sounds (body) and ending sounds (coda: everything after the vowel) of the word while enunciating each part clearly. Pause briefly between the two parts.*]

The first word is "ha-t." I will say it again: "ha-t."

What is the word?

We have the word "hat" when we put "ha" and "t" together.

[*Turn over the card to reveal the picture.*]

Now we will each have a turn to figure out a word. I will place a card upside-down in front of you and say the two parts of the word. Then you try to figure out the word I am saying. The rest of us need to be quiet so the person figuring out the word can concentrate.

[*One at a time, say the two parts of a word—body and coda—and encourage each child to figure out the word.*]

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WEEK 24

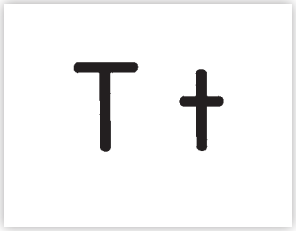
DAY 2

Understanding Letters *continued*

Language/ Literacy

EXPLAIN: Now we are going to learn a different letter of the alphabet.

[*Display letter T card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter T. We can write the letter T in two ways. We can write the letter T like this.

[*Demonstrate writing an uppercase T at the top of a chart paper.*]

This is an uppercase T.

We can also write the letter T like this.

[*Demonstrate writing a lowercase t at the top of a chart paper.*]

This is a lowercase t.

We are learning how to take turns. We know that we do things one at a time when we take turns. We take turns at center time, outside time, and when we use the bathroom.

"Take turns" is two words. Both words begin with the letter t. I will write the words "take turns" on our chart. I am going to write "take turns"with a lowercase (small letter) t.

[*Say each letter as you write the words. Emphasize t.*]

Let's all say the words "take turns."

[*Invite a volunteer child to point to the letter t in the words "take turns."*]

Let's look at the very first letter of our name. Pop up if you have the letter T at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have a T at the beginning of their name. If there are children whose name begins with the letter T who do not stand, point to the letter T on their name card. Compare the letter T in their name as you hold the letter T card next to their name card.*

If no one in the group has a first name beginning with the letter T, say "No one popped up because no one has a name that starts with the letter T." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter T.

If a child indicates there is a letter T in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter t that appears somewhere else in a child's name.]

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WEEK 24

DAY 2

Understanding Letters *continued*

Language/ Literacy

RECAP: Today we played a game called *What is the Word?* We listened to two parts of a word and figured out the word.

We also learned about the letter T. What words begin with the letter t? (take turns)

Scaffolding Tips

Extra support ■ Offer a second demonstration of blending two parts of a word if it seems your demonstration of blending "ha-t" was not sufficient for children. ■ Blend the body and coda of a word several times to help children figure out the word.

Enrichment ■ Invite children to determine several one-syllable color words by blending the body and coda of each word. Examples: bla-ck, re-d, gree-n, whi-te.

Center Activity

Provide *picture cards used in today's activity. Encourage children to sort cards by final sound (coda).

*Printables provided

Family Child Care

During lunch or snack time, blend the body and coda of several one-syllable food items and encourage children to figure out the words. Examples: frui-t, brea-d, chee-se, jui-ce.

The blending activity is informed by the following source: Ellis E. S. (n.d.). How now brown cow: Phoneme awareness activities. Retrieved from http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities

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WEEK 24

DAY 2

Measuring Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Measurement knowledge

Children will compare the length of two items.

Key Concepts

New: Length

Review: Size
Height
Width

Materials Needed

Classroom items of various lengths (crayons, paper, paper clips, books, pencils, scissors, glue sticks, etc.)

Basket

Be Prepared: Place a crayon and piece of paper side by side on the table. The first segment of the activity involves children sitting around the table. Place all items for today's activity in the basket for the game offered in the second segment.

BEGIN: We are learning different ways to look at the size of things. We know that size means how big something is.

[*Lead children in moving parts of their bodies as described below.*]

Yesterday we stood on our toes to make ourselves a little taller. We know that the word height means how tall or short something is. Let's bend our knees to make ourselves shorter!



Yesterday we stretched out our arms as wide as we could. We know the word width means how wide or narrow something is. Let's make ourselves narrower by putting our arms close to the sides of our body.

EXPLAIN: Today we are going to talk about length. The **length** of something is how long it is. Length is a way to look at the size of something.

Please look at the two items on our table.

ASK: Which item is longer than the other? (paper is longer than crayon)

EXPLAIN: [*Demonstrate the comparison described below.*]

We can also compare each of the items on our table to one of my hands. I am going to lay my hand flat on the table to find out if the piece of paper is longer than my hand.

ASK:

- Which is longer, my hand or the piece of paper?
- If I compare my hand to the crayon, which one will be longer? (hand)

EXPLAIN: [*Demonstrate the comparison described below.*]

I am putting my hand flat on the table next to the crayon. My hand is longer than the crayon.

ACT: [*Display basket of all items.*]

Let's play a game to see which of two things is longer. We will form two groups to play our game. A person from each group will take a turn

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Measuring Things *continued*

choosing something from our basket. There are many things of different sizes in the basket.

After a person from each group chooses an item, our two players will compare their items to see which item is longer.

[*Invite children to form two groups of equal or nearly equal numbers. Invite a child from each group to choose an item from the basket. Then invite both children to compare chosen items and determine which item is longer. Return the items to the basket. Continue until all children have had a turn.*]

RECAP: Today we learned another way to talk about the size of something. We learned the length of something is how long it is. We compared two different things at a time to find out which item was longer. What things did we compare?

[*Encourage children to identify items in the pairs used for comparing lengths. Examples: piece of paper and crayon; your hand and crayon; your hand and piece of paper.*]

Scaffolding Tips

Extra support ■ As children compare pairs of items, help them line up the two items so a careful comparison is easier to make. Putting the items on the table is suggested.

Enrichment ■ If children use the table for comparing items in the game, ask children how using the table helps us find out which item is longer. (provides a flat place for helping things stay in the same place—not move around—while comparing) ■ Name two items in the classroom and ask children which item they think is longer without directly comparing the two. How can they tell by just looking?

123 Center Activity

Supply six-inch by one-inch strips of paper. Invite children to draw a caterpillar on the strip of paper. Encourage children to compare the size of other items in the room to their "caterpillar" and determine which is longer.

Family Child Care

Children in mixed-age groups will have different sizes of hands. Invite school-age children to compare their hand with a younger child's hand. Ask children to say which hand is longer.

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WEEK 24

DAY 2

Focusing & Remembering

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Executive function

Children will understand how to focus to identify a sound. Children also will strengthen their understanding of taking turns.

Key Concepts

Review: Focus

Materials Needed

Audio recording (see Be Prepared)

General Sound Effects CD (see Be Prepared)

Be Prepared: Before the activity, use an audio recorder to record sounds from around your home or classroom. Examples: toilet flushing, dog barking, person laughing, washing machine running. Record at least the same number of sounds as you have children in your classroom. If you are unable to record sounds from around your home or classroom, you may wish to use the *General Sound Effects* CD used in Language/Literacy Week 1, Day 1.

If time permits, offer *Mystery Bag* from Week 24, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Mystery Bag* from Week 24, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a new game called *Listening Bingo*. The game will help us practice how to focus and how to take turns. What does it means to focus? (to concentrate on something)

ASK: What part of our body do you think we will use for this game? (ears)

EXPLAIN: I have recorded some sounds. We play this game by listening very carefully to each of the sounds I've recorded. We will try to figure out what each sound is.

ACT: [*Play the audio recording, pausing after each sound while children take turns trying to figure out the source of the sound. Be sure to remind children to sit quietly and raise their hand if they think they know the sound. Each child gets one chance to try to figure out a sound. Ask questions that include cues to help children think carefully about each sound. Examples:*

- *In what room of a house might you hear this sound?*
- *Have you ever heard this sound when you were outside?*
- *Is this a sound you might hear at our center?*

Continue until each child has had a chance to guess a sound.]

RECAP: Today we played a new game called *Listening Bingo*. The game helped us practice how to focus and how to take turns. We focused on each sound in order to figure out what it was. Were any of the sounds hard to figure out?

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WEEK 24

DAY 2

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Children may need reminders about waiting patiently for their turn. Encourage children to concentrate on the sounds while they are waiting. Offer a gentle reminder that each child gets one guess at a time. Putting children in a circle and giving each child a turn in the order of children's placement in the circle may reduce behavior management issues. ■ Some children may wish to "pass." ■ Positively acknowledge each child's guess. Example: "That was a good guess about the sound. Let's see what the next child thinks the sound may be." ■ If children need extra assistance in figuring out an item or sound, give specific hints. Example: "This sound can be heard in the kitchen of a home."

Enrichment ■ Invite several volunteer children to make animal sounds and ask the other children to guess the animal. ■ Invite children to try to figure out different sounds you may have available.

Center Activity

Invite children to make sounds of things they may hear at home as a continuation of *Listening Bingo*. Encourage other children to figure out what the sounds might be. Example: A child may make a sound like a ringing phone.

Family Child Care

Send rules home for *Listening Bingo* and encourage children to explain the game to family members at pickup time.

The *Listening Bingo* 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.

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WEEK 24

DAY 2

Dancing with Music

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will move their bodies to music, pretending they are a fish and a bird.

Key Concepts

Review: Composer

Materials Needed

Music player

Carnival of the Animals CD

*2 pictures as shown

Also Promotes

Science

*Printables provided

BEGIN: Yesterday we moved our bodies to music. One song was written to help us think about a lion. Another song was written to help us think about an elephant.

Today let's listen to two different songs. The composer of the first song wants us to think about fish. Remember, a composer is a person who writes music.

EXPLAIN: [*Display picture of fish.*]



Look at the fish swimming in the water. I wonder what kind of music a composer would write to help us think about a fish swimming.

ASK:

- Do you think music about a fish will be quiet or loud? Why?
- Do you think music about a fish will be fast or slow? Why?

ACT: [*Play part of Track eight on the Carnival of the Animals CD.*]

ASK:

- Did the music help you think about a fish swimming in the water?
- How might we swim if we were a fish?

  [*Invite several volunteer children to show how they might swim like a fish.*]
- How might we move our tail if we were a fish?

  [*Encourage children to move their hand(s) like a fish tail behind their backs.*]



EXPLAIN: Let's listen to our music again and move our bodies like fish swimming in the water.

If the music sounds like a fish is swimming fast, we can pretend to swim fast. If the music sounds like a fish swimming slowly, we can pretend to swim slowly. We can pretend we are the fish the music helps us imagine. We will dance like fish!

We need to use the personal space around our bodies so we do not bump into each other.

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WEEK 24
DAY 2

Dancing with Music *continued*

Creative Expression

ACT: [*Play part of Track eight again on the Carnival of the Animals CD. Encourage children to move like a fish swimming to the music.*

If time and child interest permit, offer the following opportunity to move to music:]

EXPLAIN: [*Display picture of birds flying. Point to the birds' wings when described.*]



The composer of the music we are listening to today also wrote a song to help us think about birds flying.

Maybe you have seen birds flying outside. Birds have wings that help them fly. We can see the moving wings of the birds in our picture. Some birds move their wings fast when they fly, and some birds move their wings slowly when they fly.

ASK: What parts of our own bodies could we use to pretend we have wings like a bird? (arms)

[*Invite children to stand and pretend they have wings like a bird.*]

EXPLAIN: Let's listen to music that was written to help us think about flying birds.

ACT: [*Play part of Track 12 on the Carnival of the Animals CD.*]

ASK:
- Did the music help you think about birds flying?
- How might we fly if we were a bird?

[*Invite several volunteer children to show how they fly like a bird.*]

EXPLAIN: Let's listen to our music again and move our bodies like a bird flying. Maybe the music will help us move our pretend wings. We can dance like a bird!

ACT: [*Play part of Track 12 again on the Carnival of the Animals CD. Encourage children to move like a bird to the music.*]

RECAP: Today we listened to two songs. One song sounded like a fish swimming, and the other song sounded like birds flying. We moved like each animal to the music. We danced to music!

[*Encourage children to describe how the music helped them move like a fish or bird. Offer an observation to prompt children to reflect on their movements. Example: "I saw Shriyya swim quickly like a fish when the music suddenly moved fast. I saw Abel move his pretend wings high above his head when the music hit a high note. How did the music give you ideas of how to move your body?"*]

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WEEK 24

DAY 2

Dancing with Music *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Some children may prefer to watch rather than move to the music. ■ Offer your own demonstration of fish or bird movements if children are reluctant to move to the music. ■ Invite children to listen to the music for a few minutes and sway or gently move their body before attempting to get up and move with their whole body.

Enrichment ■ Invite children to take turns leading other children in moving like each animal.

Center Activity

Place the CD player and the *Carnival of the Animals* CD in the music center. Encourage children to listen to other songs on the *Carnival of the Animals* CD and move their bodies to the music, if they wish.

Family Child Care

Supply a variety of stuffed or toy animals. Encourage children to choose an animal and move like they think the animal would move. Children may also wish to compose a song that represents the animal. Example: A child may wish to beat a drum to represent the pounding feet of a zebra running.

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WEEK 24

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

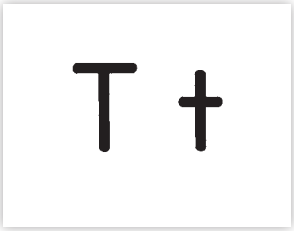
Materials Needed

*Letter T card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided



BEGIN: [*Display letter T card.*]

What is the name of this letter?

[*Point to the uppercase letter T on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter T?

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 24

DAY 3

Measuring Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Measurement knowledge

Children will understand that we count (assign numerical values) when we measure something.

Key Concepts

New: Measure

Review: Length

Materials Needed

Classroom table (see activity plan)

Optional Reading

Ants Rule: The Long and Short of It by Bob Barner

BEGIN: Let's count to 20 as we march in place! We will count once each time our foot touches the floor.

[*Lead children in counting to 20 while marching in place. Emphasize one step for each number.*]

EXPLAIN: We know that people and things come in different sizes. People and things can be taller, shorter, wider, narrower, or longer than other people and things.

Today we will measure the size of some different things. We **measure** something to find out its size. We can measure the height of something, the width of something, and the length of something.

Today we will use our hands to measure the length of something. We know that length means how long something is.

ACT: [*Use a table that is no longer than 5–10 of your hands. Sit next to the table so all children can watch your hand actions.*]



Please watch me use my hands to measure the length of this table. I am going to count each time I put a hand on the table. I want to know how many hands I can put in a line on the table. Please count with me.

[*Demonstrate by laying one hand on the edge of the table and putting your other hand at the fingertips of your hand on the table. Move your hands across the table, fingertips to palm, as you count together how many "hands long" the table is.*]

ASK: How many hands did we count?

EXPLAIN: The table is ___ hands long. I put a hand on the table ___ times. I put my hands on the edge (side) of the table, one at a time. The table is as long as ___ of my hands.

Now let's measure the table again using someone else's hands.

ACT: [*Invite a child to measure the table with his/her hands. Encourage children to count along. Help as appropriate.*]

ASK:

- How many hands did we count with (child's name) hands?
- How many hands did we count with my hands?
- Why was the number of hands different for each person? (different sized hands)

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Measuring Things *continued*

EXPLAIN: Our hands are different sizes. If your hand is a different size than your neighbor's hand, then each of you will have a different number of hands for the length of the table.

ACT: Please look at the size of my hand and the size of someone else's hand.

[*Hold up your hand next to (beside) a volunteer child's hand.*]

EXPLAIN: My hand is bigger than (child's) hand.

Let's each measure one or two items in our classroom with our hands. Remember to place one hand after the other hand, and to count the number of hands you put on the item. Counting will tell you how many "hands long" something is.

ACT: [*Items that may be especially beneficial for children to measure with their hands include: a bookshelf, small rug, seat of a chair. Observe children as they measure items in the room with their hands. Help as appropriate. Encourage children to count as they measure. How many "hands long" was the item?*

After all children have measured one or two items, invite them to join you again in a group.]

ASK: What did you measure? How many hands long was it?

[*Emphasize the number of "hands long" when discussing length of items measured.*]

RECAP: Today we practiced measuring things with our hands. Remember, we measure something to find out its size. We count when we measure something. We used our hands to find out how many "hands long" something was.

Scaffolding Tips

Extra support ■ Some children may want your help in placing their hands one after the other on an item.

Enrichment ■ When you compare the size of your hand to the size of a volunteer child's hand, ask children whose hand would go on the table more times (more "hands long"). ■ Encourage children to measure the height of something in the room, such as a chair or table leg or bookshelf. Ask children to discuss why we would call this "hands tall" rather than "hands long."

123 Center Activity

Invite children to measure things in the room with the shoes on their feet. Examples: rug, bottom edge of a bookshelf, length of butcher paper. Shoes should not be removed. Demonstrate how to put one foot in front of the other to measure how many "feet long" something is.

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Measuring Things *continued*

Family Child Care

Take children to the park to continue measuring. Encourage children to measure parts of playground equipment and benches to see how many "hands long" they are.

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WEEK 24

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will understand what it means to feel thankful.

Key Concepts

New: Thankful

Review: Emotion

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

Also Promotes

Language/Literacy

*Printables provided

BEGIN: We are learning about emotions. We know that an emotion is the way we feel inside. Today we will talk about an emotion called thankful. What do you think it means to be thankful?

[*Encourage children to think about and describe what it means to be thankful.*]



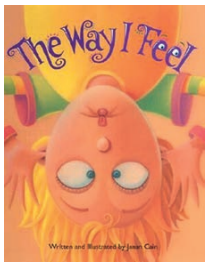
EXPLAIN: We can feel **thankful** about things we have or something someone has done or said to us. We can feel thankful if someone says something like "you are a great helper!" We can feel thankful when someone does something like let us play with a toy we really like. We can feel thankful for a friend moving over so we can sit next to him/her. We can feel thankful when someone shares a crayon with us.

I am thankful for my family and friends and for the food I eat. There are many things we can be thankful for.

A polite way to tell someone you are thankful is to say "thank you." Let me show you what it looks like to be thankful.

[*Pretend to drop a book. Enlist another adult to pick the book up and hand it to you.*]

Thank you for picking up my book for me! I am thankful you could help me.



ACT: Let's find out what our book, *The Way I Feel,* says about feeling thankful.

[*Read the page in the book about being thankful.*]

The boy in the book is thankful because his dad fixed his truck. What do you notice about the boy's face? (smiling, happy) We feel good inside when we are thankful.



EXPLAIN: Let's take a look at the child who is feeling thankful on our poster.

[*Point to the child on the poster who is feeling thankful.*]

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WEEK 24
DAY 3

Understanding Feelings *continued*

Social-Emotional

ASK:
- Why do you think this girl might be feeling thankful? (someone gave her an apple)

  [*Follow-up prompt, if needed: "The girl is holding an apple. Do you think the apple might be part of why she is feeling thankful? How?"*]
- What makes you feel thankful?

  [*Invite children to share things they are thankful for.*]

RECAP: Today we learned what it means to be thankful. We can be thankful for many things.

Scaffolding Tips

Extra support ■ Point out times a child may feel thankful for something in your classroom. Examples: "Maryann, I see you are happy that you have a new hat. I bet you feel thankful for your new hat!" "Simon, I see that you are helping Zach clean up the blocks! I bet Zach is thankful you are helping!"

Enrichment ■ Encourage children to describe something they have done that may have made another person feel thankful.

Center Activity

Provide puppets. Invite children to use the puppets to act out something that happened to them that made them thankful. Example: A family member helped them feel better when they were sick by making them soup or singing to them.

Family Child Care

Encourage children a pickup time to ask a family member what he/she is thankful for.

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WEEK 24

DAY 3

Dancing with Music

Creative Expression

3–5 YEARS

Large Group

Skill and Goal

Knowledge of creative processes

Skills that support creative expression

Children will move their bodies to music, pretending they are a dinosaur and a swan.

Key Concepts

New: Dinosaurs
Choreographer
Swan

Review: Composer

Materials Needed

CD player

Carnival of the Animals CD

*2 pictures as shown

Also Promotes

Science

*Printables provided

BEGIN: This week we are listening and moving to music that was written to remind us of different animals. We have moved our bodies like a lion, elephant, fish, and bird.

EXPLAIN: We know that music can be fast or slow. Today we will listen to music that will help us think about two different animals.

The composer of the music wants us to imagine how the animals move. We know that a composer is a person who writes music.

Let's practice moving fast and slow.

ACT: [*Invite children to stand and move their feet while standing in place.*]

- Please show us how you move your feet quickly.
- Please show us how you move your feet slowly.

EXPLAIN: [*Display picture of dinosaur fossil.*]



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

These are the bones of a dinosaur. **Dinosaurs** were animals that lived on land a very long time ago. Let's listen to music that was written to help us think about how dinosaurs moved.

[*Play part of Track 13 on the Carnival of the Animals CD.*]

ASK: Did the music move fast or slow?



EXPLAIN: A **choreographer** creates dance movements. We know that when we move our body or part of our body from one place to another place it is called a movement.

I wonder what kind of a dance a choreographer would create for people who are pretending to move like a big dinosaur. Let's look at the big dinosaur with long legs and a big head and think about what kind of dance we could do.

ASK:

- What do you think this dinosaur did with its long legs? (ran)
- Would we move slowly or quickly in a dance about a dinosaur moving?

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WEEK 24
DAY 3

Dancing with Music *continued*

Creative Expression

EXPLAIN: Let's listen to our music again and move our bodies like a dinosaur.

If the music sounds like a dinosaur is running, we can move our legs quickly. If the music sounds like a dinosaur is walking, we can move our legs slowly. We can pretend we are the dinosaur the music helps us imagine. We will dance like a dinosaur!

We need to use the personal space around our bodies so we do not bump into each other.

ACT: [*Play part of Track 13 again on the Carnival of the Animals CD. Encourage children to move like a dinosaur to the music.*

If time and child interest permit, offer the following opportunity to move to music:]

EXPLAIN: [*Display picture of a swan. Point to the body of the swan when described.*]

This is a swan. A **swan** is a bird with a long neck that is usually white. Maybe you have seen swans in a movie or television show or on a lake. A swan uses its feet and body to slowly swim through the water.



ASK: What parts of our own bodies could we use to pretend we are a swan slowly swimming in the water? (feet and legs moving slowly)

[*Invite children to stand and pretend they are a swan in the water.*]

EXPLAIN: Let's listen to music that was written to help us think about a swan swimming in the water.

ACT: [*Play part of Track 14 on the Carnival of the Animals CD.*]

ASK:
- Did the music help you think about a swan swimming?
- What kind of dance movements might a choreographer create for a song about a swan?

EXPLAIN: Let's listen to our music again and move our bodies like a swan. We can dance like a swan!

ACT: [*Play part of Track 14 again on the Carnival of the Animals CD. Encourage children to move like a swan to the music.*]

EXPLAIN: The dinosaur song was fast so we moved our bodies fast. The swan song was slow so we moved our bodies slowly.

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WEEK 24
DAY 3

Dancing with Music *continued*

Creative Expression

RECAP: Today we listened to two songs. One song sounded like a dinosaur moving and the other song sounded like a swan moving. We moved like each animal to the music. We danced to music!

[*Encourage children to describe how the music helped them move like a dinosaur or swan. Offer an observation to prompt children to reflect on their movements. Example: "I saw Adrian move his legs fast, like a dinosaur running, when the music moved fast. I saw Malia move her body slowly as she pretended to swim slowly like a swan. How did the music give you ideas of how to move your body?"*]

Scaffolding Tips

Extra support ■ Some children may prefer to watch rather than move to the music. ■ Offer your own demonstration of dinosaur or swan movements if children are reluctant to move to the music. ■ Invite children to listen to the song for a few minutes and clap their hands with the tempo of the music before attempting to get up and move to the tempo with their whole body.

Enrichment ■ Ask children to think of another animal that might move fast (rabbit, snake) or slow (turtle, worm). Invite children to move like the animal they named during the fast and slow music.

Center Activity

Place the CD player and the *Carnival of the Animals* CD in the music center. Encourage children to listen to other songs on the *Carnival of the Animals* CD and move their bodies to the music, if they wish.

Family Child Care

Sing and play music with different tempos for all children at different times of the day. Talk with children about how the music might make them want to move fast or slow.

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WEEK 24

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend the two initial sounds (body) with the ending sounds (coda) of one-syllable words. Children also will understand the name and sound of the letter T.

Key Concepts

Review: Riddle

Materials Needed

*Word riddles provided at end of activity plan

Chart paper

*Letter T card

*4 letter T picture cards

Chart from Day 2

Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: On Day 2 we played a game called *What is the Word?* We listened carefully to two parts of a word and then figured out the word.

EXPLAIN: Today we will play the game by using riddles instead of picture cards. Remember, a riddle is a fun way to ask a question. I will say a riddle and then say the two parts of the word. Then we will work with a partner to try to figure out the word. Let me show you.

ACT: This is something on our face we can use to smell things. The two parts of the word are "no-se." What is the word?

It is a nose. We solved the riddle!

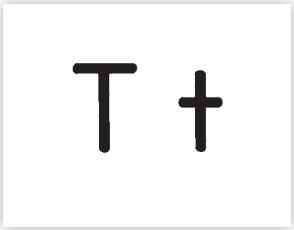
Now we will sit next to our partner and take turns. We know that the words "take turns" begin with the letter T!

[*Arrange children so they are sitting next to a partner.*]

If it isn't your turn but you know the answer to the riddle, show a big smile instead of saying the answer out loud!

[*One pair at a time, say a riddle before saying the two parts of the word. Pause briefly between the two parts (body and coda). Provide quiet time and encourage the pair of children to discuss the riddle and solve it together by figuring out the word. Then say the word by blending its two parts. Continue until each pair has a chance to solve a riddle.*]

EXPLAIN: Let's learn more about the letter T.



[*Display letter T card.*

If a child(ren) whose name begins with the letter T was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter T when you say the name.]

Maybe someone in our group has the letter t somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase t and it will look like this.

[*Point to the lowercase t on the letter card.*]

Pop up if you have the letter t somewhere else in your name (not at beginning).

[*If a child has the letter t somewhere else in his/her name, point to the name and to the letter t on the list of children's first names so all children can see the name and the letter t.*]

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WEEK 24 DAY 4

Understanding Letters *continued*

Language/ Literacy

ASK: What are our words that begin with the letter T? (take turns)

EXPLAIN: We took turns when we played our game today!

ACT: The letter T says /t/, just like at the beginning of the words "take turns." /t/, /t/, take turns. Let's say that together: /t/, /t/, take turns.

I have two pictures of things that begin with the letter T. I wonder what they could be?



drburtoni/(CC BY-NC-ND 2.0)

[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says table. The letter t is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter T and write them on our chart. Remember, the letter T says /t/, /t/.

[*Help children by suggesting other words that begin with t. Examples: turtle, ten, two, touch.*

Invite one or more volunteer children to find the letter t in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter T on your chart paper.]

We use two lines to make an uppercase T. We begin by making a straight line up and then another line across.

[*Give each child his/her letter journal.*]

Now we are going to write the letter T in our letter journal. Please write the uppercase (big) letter T in your journal. Write as much of the letter as you can.

RECAP: Today we played our *What is the Word?* game again. We solved a riddle by listening carefully to the two parts of a word.

We also learned that the letter T says /t/, just like at the beginning of the words "take turns." We made the uppercase (big) letter T in our letter journal. Let's say together the sound the letter T makes (/t/).

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WEEK 24
DAY 4

Understanding Letters *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Repeat the two parts of a word if a child seems uncertain about the word. Provide extra support by focusing on the two parts of the word, not the riddle. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Try the *What is the Word?* game using riddles with children's names. Example: "I am thinking of a person with brown hair. The name is Ma-tt. Who am I thinking of?" ■ Some children may be interested in your demonstrating and describing how to make a lowercase t. Example: "A lowercase t is made with a straight line down and then a straight line across."

Center Activity

Provide one-syllable *animal picture cards. Encourage children to sort cards by coda (ending sounds: everything after the vowel).



James Langiewicz/flickr/





Victoria Surette/flickr/(CC BY-NC-ND 2.0)

Natalie McNear/flickr/(CC BY-NC 2.0)

*Printables provided

Family Child Care

Sing "Old MacDonald Had a Farm" by using the two parts (body and coda) of one-syllable animal names. Examples: pi-g, shee-p, goa-t, ca-t, do-g, goo-se.

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Understanding Letters *continued*

Word Riddles

duck	This animal waddles and says "Quack, quack, quack." The two parts of the word are "du-ck." What is the word?
hat	You can wear this on your head. The two parts of the word are "ha-t." What is the word? (hat)
cat	This animal says "meow" and looks like its parents when it is born. The two parts of the word are "ca-t." What is the word?
six	This number comes after the number five. The two parts of the word are "si-x." What is the word?
tooth	This is hard, white, and is in your mouth. The two parts of the word are "too-th." What is the word?
cake	You might eat this on a special occasion. The two parts of the word are "ca-ke." What is the word?
doll	When you play with this toy, you might change its clothes. The two parts of the word are "do-ll." What is the word?
sun	This shines brightly in the sky and helps plants to grow. The two parts of the word are "su-n." What is the word?
pig	This animal looks like its parents when it is born and says "Oink, oink, oink." The two parts of the word are "pi-g." What is the word?
book	This has a title and an author. It is fun to read! The two parts of the word are "boo-k." What is the word?
foot	You can wear a sock and shoe on this. The two parts of the word are "foo-t." What is the word?
bell	This can ring and rhymes with "shell." The two parts of the word are "be-ll." What is the word?

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WEEK 24

DAY 4

Measuring Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Measurement knowledge

Children will count (assign numerical values) when they measure the length and/or height of several different items.

Key Concepts

Review: Measure
Tool
Length
Height

Materials Needed

Items to measure that are shorter than 10 cubes

Basket

Unifix® cubes—10 per child (see Be Prepared)

Optional Reading

Biggest, Strongest, Fastest by Steve Jenkins

Be Prepared: The activity takes place at a table. Put items children can measure in the basket in the middle of the table. Give each child 10 Unifix® cubes for connecting into a measuring tool (stick). Connect 10 cubes into a measuring tool you can use for demonstration. If you anticipate it will be too challenging for children to count each of the cubes when connected, user fewer than 10 cubes per child. Another option is to provide an equal number of cubes of two different colors for each child so an ABAB pattern can be used in connecting 10 cubes; a measuring tool with alternating cube colors may be easier to count.

BEGIN: We are learning how to measure things. Remember, we measure something to find out its size. What did we use yesterday to measure the length of our table and some other things? (our hands)

EXPLAIN: There are different ways we can measure the size of something. Today we will measure the size of items with Unifix® cubes. Each of us will put our cubes together to make a measuring tool. We know that a tool is something that can help us do something. The tool we make today will help us measure things.

[*Display the measuring tool you prepared.*]

This is what a measuring tool will look like after the cubes are connected. Let's each make a measuring tool by snapping together our cubes.

ACT: [*Demonstrate and lead children in connecting their 10 cubes. Count aloud each cube as you connect it to another cube to help children see the tool consists of 10 cubes. Example: one cube, two cubes, three cubes, etc. Help as necessary. Invite children to place their measuring tool on the table.*]

EXPLAIN: We count when we measure things. Our counting tells us how big something is. Yesterday we found out how many hands we could put on our table and on some other things in our classroom.

Today we will count cubes on our measuring tool to find out how big something is. We will find out if something is "two cubes long" or if something else is "three cubes tall." We will use our tools to measure length and height. We know that length means how long something is.

ASK: What does height mean? (how tall or short something is)

EXPLAIN: I will show you how we can use our connected cubes as a measuring tool.

- [*Choose and say the name of an item from the basket. Place the item flat on the table so all children can see it.*

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Measuring Things *continued*

- *Put the end of your measuring tool at one end of the item chosen from the basket. Point to and count cubes on your tool beginning at the end that is next to the end of the item. Stop counting cubes when you reach the end of the item.*
- *Explain that when we get to the end of the item we are measuring, we stop at the cube that is closest to the end of the item.*
- *Explain that (item you selected from the basket) is ___ cubes long. Count cubes aloud again while pointing to each. Emphasize the last cube counted. Repeat that the item is ___ cubes long.*
- *Repeat the measuring demonstration with an item from the basket that can stand up on the table. Explain that you are measuring height. Hold your measuring tool next to the standing item and count cubes beginning at the bottom. Encourage children to count with you. Emphasize that the item is ___ cubes tall.*

ACT: Now each of us can choose one item from our basket. Please choose any item you'd like and measure it by counting the cubes on your tool. When you have finished measuring your item, tell us how many cubes it is.

[*Encourage children to touch and count each cube. You may need to remind children to stop counting cubes when they get to the end of the item they are measuring. Help if necessary, keeping in mind that children will concentrate better if there is not a lot of talk. After all children are done measuring, invite them to say how many cubes long or tall their item is. Continue as time allows.*]

RECAP: Today we practiced measuring with a tool made of Unifix® cubes. We snapped the cubes together and measured the size of each item by counting cubes. We found out how many cubes tall and how many cubes long things are.

Scaffolding Tips

Extra support ■ Instead of using connected cubes, demonstrate and lead children in measuring an item by adding (snapping together) cubes until the collection of cubes reaches the end of the item being measured. Encourage children to count each cube as it is added (or snapped) to others.

Enrichment ■ Encourage children to measure the width of an item with their connected cubes. Remind children that width means how wide or narrow something is. ■ Invite children to use their measuring tool to find out the height, width, and length of one item with straight lines, such as a book.

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Measuring Things *continued*

123 Center Activity

Provide several different-sized *caterpillar cutouts and Unifix® cubes. Invite children to measure caterpillar cutouts with the cubes.

*Printables provided



Family Child Care

Invite school-age children to measure longer or taller items with items, such as straws. Children can find out, for example, that a table leg is "six straws tall." Encourage younger children to count as school-age children determine how long or tall something is.

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WEEK 24

DAY 4

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand some kinds of uniforms worn by community helpers.

Key Concepts

New: Uniform

Materials Needed

Uniforms (see Be Prepared)

Be Prepared: If you were not able to secure a job uniform for today's session (see Week 22, Day 4), show and discuss pictures of uniformed helpers included in the Week 22, Day 5 session. Uniforms will also be used in Week 25.

BEGIN: We are learning about the jobs done by some helpers in our community. Today we will talk about the uniforms worn by some helpers.

EXPLAIN: Many helpers wear a uniform. A **uniform** is clothing worn by members of the same group. Many people wear uniforms. In some schools, children wear the same type of clothes. In some restaurants, workers wear the same type of shirt or vest. These are types of uniforms.

A uniform worn by community helpers lets people know who they are. If we see someone wearing a police uniform, we know the person is a police officer.

Today we will look at some uniforms we might see community helpers wearing.

ACT: [*Display available uniforms. Invite children to touch and compare the uniforms. Guide discussion of uniforms by asking questions, such as the following:*]

- How are the uniforms the same or different in color?
- How does the clothing feel? (stiff, soft, heavy, light, etc.)
- Are the sleeves the same length?
- Are there parts of the uniform that look or feel different? (patches, belts, covers, etc.)

[*If possible, invite children to try on different parts of the uniforms and describe how they feel. Encourage exploration of different types of uniforms as time permits.*]

RECAP: Today we looked at and felt different kinds of uniforms worn by community helpers. What is your favorite part of a uniform?

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WEEK 24

DAY 4

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ Explain that a vest is clothing worn over a shirt. A vest does not have sleeves. ■ Encourage children to compare the uniforms to items they might wear. Example: "This uniform has boots. Do you wear boots? Are your boots the same as these?"

Enrichment ■ Invite children to describe uniforms their family member(s) might wear and how the uniforms shown in today's session are similar or different.

Center Activity

If possible, provide the uniforms for children to look at and touch more closely. Also, provide *13 pictures of community helpers used in Week 23, Day 4. Encourage children to sort pictures based on community helper uniforms. Example: Community helper uniforms with hats or helmets are placed in one pile, and community helper uniforms without hats or helmets are placed in a separate pile.

*Printables provided

Family Child Care

If family members are wearing some type of uniform when they pick up their child for the day, ask the family member(s) to describe the uniform he/she is wearing.

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WEEK 24

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good Health Practices

Children will understand what it means to be a picky eater.

Key Concepts

New: Picky eater
Revolting

Review: Disgusted

Materials Needed

Gregory, the Terrible Eater by Mitchell Sharmat

*5 pictures as shown (from Week 20, Day 4)

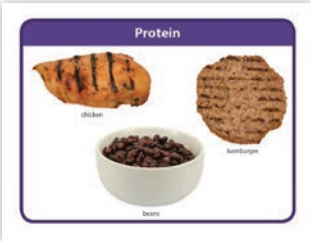
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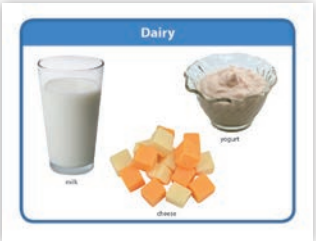
Language/Literacy

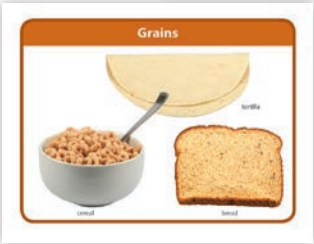
BEGIN: We are learning about healthy foods to eat. We know it is important to eat different kinds of healthy foods.

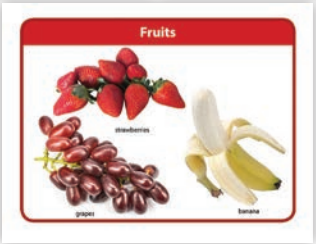
ACT: Here are pictures of some of the healthy foods we have talked about.

[*Display the five pictures of different groups of foods, one at a time. For each picture, ask children if they remember the names of some of the foods. Point to and repeat the name of food items identified by children. It is not necessary to review each of the foods shown in each picture.*]







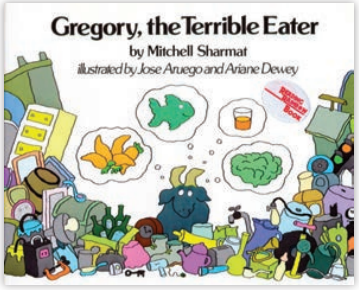




ASK: What do you think it means to be a picky eater?

EXPLAIN: A **picky eater** wants to eat only certain things. A picky eater does not want to eat or try other kinds of food. You may remember our story about Frances. She wanted to eat only bread and jam. Frances was a picky eater until she realized it is important to eat different kinds of healthy foods.

Today we will read a story about a goat who was a picky eater. His name is Gregory. At the beginning of our story, Gregory wanted to eat only certain kinds of food. Gregory's parents wanted him to eat things that goats eat. Goats like to eat cans, shoes, magazines, boxes, clothes, and old tires. Gregory did not want to eat goat food. Gregory's mom and dad thought Gregory was a terrible eater.



[*Display book cover. Point to items in the illustration as described below.*]

The title of our book is *Gregory, the Terrible Eater*. It was written by Mitchell Sharmat.

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Staying Healthy and Safe *continued*

Physical/ Health

Let's look at the cover of our book. Here is Gregory, in the center of our cover.

ASK:
- What is sitting in front of Gregory? (bottles, cans, containers)
- There are small pictures above Gregory's head. These pictures tell us what Gregory was thinking about. What are some of the things shown in these pictures? (carrots, fish, a green vegetable)

ACT: [*Read the book, pausing to describe illustrations and respond to children's questions or comments.*]

ASK: How was Gregory a picky eater at the beginning of our story? (he wanted to eat only healthy food that people eat; he did not want to eat things that goats eat)

EXPLAIN: At the beginning of our story, Gregory said that the food goats eat is revolting. **Revolting** means something is disgusting. We know that disgusted is a word that says how we feel. We can feel disgusted when we see something that we think is gross. Gregory thought goat food was disgusting.

ASK:
- Was Gregory a picky eater at the end of our story? (no)
- What kinds of things was Gregory eating at the end of our story? (everything: goat food and people food)

EXPLAIN: Gregory started eating small amounts of goat food. He liked what he ate. Then he ate some other things that goats like to eat. He liked eating those things too. He kept eating more and more things that goats eat. He even ate a sewing basket and necktie! These were things in his house that his parents did want him to eat.

RECAP: Gregory helped us understand what it means to be a picky eater. Gregory also helped us learn what we can do to eat things we might not want to eat. If there are healthy things we do not want to eat, we can try eating a small amount of the healthy food. We might decide we like the food and want to eat more and different healthy things.

Scaffolding Tips

Extra support ■ Children may be unfamiliar with a clothes hamper. Explain that a clothes hamper is a large basket or container for storing clothes. ■ At the beginning of the story, Gregory's parents thought Gregory was eating junk food. Explain that this is a funny part of our story because the junk food Gregory liked to eat was healthy food for people to eat. ■ You may wish to review the meaning of disgusted (Social-Emotional Week 18, Day 3).

Enrichment ■ At one point in our story, Gregory ate too much food (see p. 21). Encourage children to talk about whether we can eat too much of food that is healthy for us to eat.

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WEEK 24

DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

Center Activity

Provide table or floor puzzles with food themes.

Family Child Care

Encourage children to create lists (with words or pictures) of "What I Eat" and "What Gregory Eats." Children can go around your home to look at the types of things Gregory would eat (as a goat) and what they would eat (as people). Examples: oatmeal and jump rope; grapes and empty can. Encourage children to share their lists with each other and with their families.

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WEEK 24

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter T.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

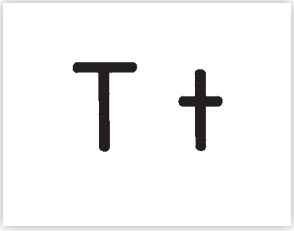
Materials Needed

*Letter T card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided



BEGIN: [*Display letter T card.*]

What is the name of this letter? What sound does the letter T make?

Letter T says /t/, just like in "take turns." /t/, /t/, take turns. Let's together say /t/, /t/, take turns.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 24

DAY 5

Measuring Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Measurement knowledge

Children will strengthen their understanding of how to measure the height, length, and width of different items, including how we count (assign numerical values) when we measure items.

Key Concepts

Review: Size
Height
Width
Length
Measure

Materials Needed

Unifix® cubes—10 per pair of children (see Be Prepared)

Book

Pencil

Toy

Glue stick

Optional Reading

Inch by Inch by Leo Lionni

Be Prepared: Prepare one measuring tool by connecting 10 cubes for each pair of children (one tool for every two children) plus yourself. Use fewer cubes if you anticipate counting 10 cubes will be too challenging for children. (Children's experiences with the measuring tools yesterday will be informative.) If time permits, engage pairs of children in putting together their own measuring tool (using the Day 4 procedure) in the later segment of today's activity instead of preparing connected cubes in advance.

BEGIN: We are learning how to measure the size of different things. What does size mean? (how big something is)

EXPLAIN: We know how to compare our height to the height of someone else or to something around us. Height means how tall or how short something is.

We can compare our own height (how tall we are) to some things in our classroom.

ACT: [*Invite several volunteer children to find things in the room that are taller or shorter than they are. Encourage children to stand next to the items as they compare.*]

EXPLAIN: We can also compare the width of items. Remember, the width of something is how wide or narrow it is from side to side.

[*Display a book, pencil, toy, and glue stick. Compare items as described below. Move your finger across each item to demonstrate the width of each.*]

ASK:

- Which item is wider, the pencil or the toy?
- Which item is narrower, the book or the glue stick?

EXPLAIN: We know how to use our hands to measure things. The number of "hands long" of something might be different for each person because our hands are different sizes.

We measured a table in our room and compared the number of "hands long" it was with my hands, and the number of "hands long" it was with (child's name) hands.

Let's measure a different table today. First let's see how many "hands long" the table is when I measure it with my hands.

[*Measure the table by laying your hand on the edge of the table and putting your other hand at the fingertips of your hand on the table. Move your hands along the table, fingertips to palm, as you count each hand. Then say how many "hands long" the table is.*]

Now let's see how many "hands long" it is with someone else's hands.

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Measuring Things *continued*

ACT: [*Measure the table again with a volunteer child placing his/her hands on the edge of the table and moving his/her hands along the table to measure the table. Encourage children to count as the child moves his/her hands.*]

ASK:
- How many "hands long" was the table with (child's name) hands?
- How many "hands long" was the table with my hands?

EXPLAIN: The number of hands was different because our hands are different sizes.

[*Display a measuring tool made of connected cubes.*]

This week we used Unifix® cubes to make a measuring tool. We counted cubes to find out the length and height of some items in our classroom.

Let's each work with a partner to use a measuring tool made from connected cubes. The tool can be used to measure two different things in our classroom. Each person in a team can pick one thing to measure with their partner. Pick things that are shorter than your measuring tool. Remember to count the number of cubes when you put the measuring tool next to the item you are measuring. We can talk later about the size of things you measured.

ACT: [*Facilitate children's use of the measuring tool with a partner. Emphasize selecting items that are shorter than the measuring tool. Reminders about counting each cube may be appropriate. Encourage children to remember the number of cubes they count.*]

RECAP: [*Invite volunteer pairs of children to say what items they measured and how many "cubes long" or "cubes tall" or "cubes wide" they were.*]

Scaffolding Tips

Extra support ■ Ask another adult to help you monitor children's experiences in using a measuring tool with a partner. Some pairs may need help in counting cubes and/or selecting items to measure (remember, each member of a pair can select one of the two items to measure).

Enrichment ■ Encourage pairs of children to predict how many cubes their selected item will measure (in length, height, or width) before actually measuring the item. Were their predictions close to the number of cubes measured? ■ A pair of children may wish to measure the height, width, and length of a single item.

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Measuring Things *continued*

123 Center Activity

Provide a basket of items that are 5–10 Unifix® cubes in size. Invite children to measure items in the basket with a Unifix® cube measuring tool made from 10 connected Unifix® cubes. Encourage children to place together items that are the same number of "cubes long" or "cubes tall."

Family Child Care

Invite children to measure each other using a common household item, such as a large wooden spoon. Keep track of the measurement of each child and compare who is taller or shorter based on the measurement. Emphasize the number of "spoons tall."

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WEEK 24

DAY 5

Exploring Where We Live

Social Studies

Be Prepared: Display on a table the patches you were able to collect (requested Week 22, Day 4). Use the name tag you or other staff at your center wear as an example of a name tag.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand purposes of a patch worn on a uniform.

Key Concepts

New: Patch

Review: Uniform

Materials Needed

Patches (see Be Prepared)

Name tag (see Be Prepared)

Optional Reading

Home Again by Dorinda Silver Williams

BEGIN: Yesterday we looked at uniforms worn by different community helpers. Remember, a uniform is clothing worn by members of the same group. Which uniform was your favorite?

EXPLAIN: Some community helpers have a patch on their uniforms. A **patch** is a badge that people earn. Some people have more than one patch on their uniform.

[*If possible, display and describe a patch from your collection as you describe patch purposes below. Also, if patches in your collection provide an example of some other purpose of a patch, share this information with children.*]

A patch can tell us different things. Some patches tell us about the job someone does. Some patches say the name of the community where someone works. Some patches tell us about special things someone has done.

A patch is different from a tag or badge that tells us someone's name. Many people wear a name tag when they work. A name tag tells people who is helping them. Usually a patch does not have someone's name.

[*Display and describe a name tag. Ask children whether they have noticed a name tag on people who work at a restaurant or other place in the community. Compare the name tag to a patch that does not have someone's name.*]

ACT: [*Invite children to hold and describe the patches. Use questions, such as the following, to encourage children to look closely at the patches:*]

- How are the patches the same?
- How are they different?
- Have you ever seen patches like these?

RECAP: Today we learned that some community helpers have patches on their uniforms. We looked at some patches from different uniforms and compared them. Which patch was your favorite?

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WEEK 24

DAY 5

Exploring Where We Live *continued*

Social Studies

Scaffolding Tips

Extra support ■ As children look at and describe the patches, point out letters children may know and explain that words can sometimes be found on patches.

Enrichment ■ Invite children to describe patches they have seen a parent or family member wear. Some children may be familiar with scouting badges worn by some older children.

Center Activity

Supply patches used in today's activity for children to investigate. Invite children to match or sort patches that are the same or similar.

Family Child Care

Invite children to draw patches or cut out patch shapes from paper. Encourage them to color the patches. Also, if family members are wearing a uniform with patches when they pick up their child for the day, ask the family member(s) to describe the patches he/she is wearing.

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WEEK 24

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Be Prepared: A segment of today's activity pertains to snack foods that are not healthy. An accepting, matter-of-fact approach is appropriate for this discussion. Some children may regularly eat some of the snack foods identified as not healthy. It is important for children to understand that some snack foods are not healthy, and some places (such as your center) and families infrequently or never provide snacks that are unhealthy.

Skill and Goal

Good Health Practices

Children will be familiar with some healthy snack foods and the benefit of trying different healthy snack foods by eating small amounts.

Key Concepts

Review: Picky eater
Revolting

Materials Needed

*1 picture as shown

Gregory, the Terrible Eater by Mitchell Sharmat (see Extra Support tip)

*Printables provided

Optional Reading

Growing Vegetable Soup by Lois Ehler

BEGIN: We are learning about food that helps us keep our bodies strong and healthy. Today let's talk about things we eat for a snack. We eat a snack every day at our center. You probably eat snack food at home too.

[*Display picture.*]



Here is a picture of some snack foods that are healthy for us to eat.

ASK:
- What types of food do we see in this picture? (apple slices, grapes, yogurt, cheese cubes, carrots, celery)
- Which of these snack foods have you eaten?
- There are many other kinds of healthy snack foods. What do we eat for a snack at our center?

EXPLAIN: Some types of snack food are not healthy. They have a lot of things like sugar, salt, or fat that do not help our bodies stay strong. A candy bar has a lot of sugar and fat. A candy bar is not a healthy snack food.

ASK: What are some other snack foods that are not healthy for us to eat? (potato chips, soft drinks, donuts, cookies)

EXPLAIN: Yesterday we read a story about a goat named Gregory. At the beginning of our story he was a picky eater. He would eat only healthy food for people. He would not eat things that goats eat.

ASK: What does it mean to be a picky eater? (a person who eats certain things only; does not try to eat other types of food)

EXPLAIN: Remember, Gregory's parents wanted Gregory to eat things that goats eat. But Gregory said goat food is revolting. We know the word revolting means something is disgusting. By the end of our story, Gregory liked to eat goat food and people food. Gregory started to eat goat food slowly. He ate one small amount of goat food and decided he liked it. Then he ate a small amount of a different type of goat food,

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Staying Healthy and Safe *continued*

and he liked it. Soon Gregory was eating all kinds of goat food. And he also kept eating people food.

I want to tell you about Beth. She is a picky eater of snack food. She eats only carrots for a snack. Beth says that other healthy snack foods are disgusting. She will not eat grapes or cheese or celery sticks or anything else. She wants to eat only carrots for her snack.

ASK: What could we do to help Beth try eating other kinds of healthy snack foods?

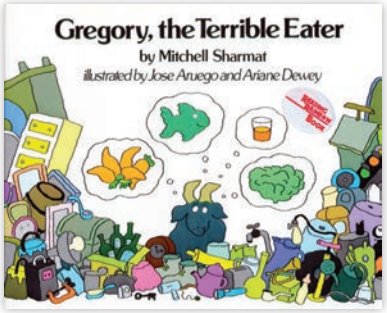
[*Follow-up prompt, if needed: "Gregory learned to like goat food by eating small amounts of different goat food. He liked the food and started eating many different types of goat food. How could we use this idea to help Beth try different healthy snack foods?"*]

RECAP: Today we talked about healthy snack foods and how we can try different types of healthy foods by eating small amounts. Have you ever tried eating a small amount of a healthy food you thought you would not like? What happened?

Scaffolding Tips

Extra support ■ In your summary of the story about Gregory, display key pages of yesterday's book if it seems children would benefit from a visual reminder of the story.

Enrichment ■ Invite children to tell which snack items in the picture are dairy foods (cheese cubes, yogurt), vegetables (carrots, celery sticks), and fruits (apple slices, grapes). ■ In the discussion of a candy bar, explain to children that eating too much sugar can cause cavities in our teeth. Remind children that a cavity is a little hole in a tooth (Physical/Health Week 11, Day 5).



Center Activity

In the housekeeping center, provide props for children to prepare and serve healthy snack foods. Encourage children to choose their healthy food options by suggesting they prepare and serve morning and afternoon snacks for two consecutive days of the week, such as today and tomorrow (totaling four different snacks).

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WEEK 24

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Family Child Care

Provide an opportunity for children to make a nutritious snack for themselves. Use preschool-friendly cookbooks, such as *Pretend Soup* by Mollie Katzen and Ann Henderson. If there is sufficient planning time, invite children to select a recipe.

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WEEK 25 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to blend two initial sounds (body) with the ending sounds (coda) of one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter W (Days 2–5)

Mathematics

Measuring Things

- Practicing measuring items with our hands and comparing our measurements (Day 1)
- How to measure and compare items with a ruler (Days 2–5)

Self-Regulation

Focusing & Remembering

- How to follow requests by listening and remembering
  - *Music Marks* game (Day 1)
  - *Musical Simon Says* game (Day 2)

Social-Emotional

Understanding Feelings

- Reviewing emotions (Day 3)
- Identifying how people feel by looking at their face and body (Day 3)
- Identifying reasons why people feel certain emotions (Day 3)

Social Studies

Exploring Where We Live

- How community helpers use different parts of their uniforms (Day 4)
- Identifying jobs people do based on different kinds of uniforms they wear (Day 5)

Creative Expression

Creating Dance

- Creating dance movements using our arms (Day 1)
- Creating dance movements using our legs (Day 2)
- Putting arm and leg dance movements together (Day 3)

Physical/ Health

Staying Healthy and Safe

- Making a pretend pizza with five types of healthy foods (Day 4)
- Identifying foods in the five types of healthy foods (Day 5)

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WEEK 25

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the first of three 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 in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter T.

Key Concepts

New: 1–2 words (see Be Prepared)

Materials Needed

*Letter T card

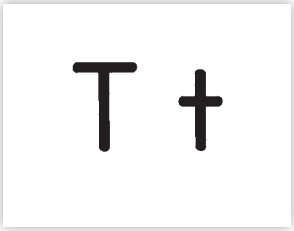
Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

BEGIN: [*Display letter T card.*]



The words "take turns" begin with this letter. What is the name of this letter?

Letter T says /t/, just like in the words "take turns." /t/, /t/, take turns. Let's together say /t/, /t/, take turns.

Who would like to tell us another word that begins with the letter T?

EXPLAIN: Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*

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WEEK 25

DAY 1

Understanding Words *continued*

Language/ Literacy

- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?*]

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WEEK 25

DAY 1

Measuring Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Measurement knowledge

Children will strengthen their understanding that we count (assign numerical values) when we measure something.

Key Concepts

Review: Measure
Size

Materials Needed

None

BEGIN: Last week we measured some things with our hands and with cubes. What does it mean to measure? (to find the size of something)

We learned the size of things by counting the number of "hands long" and the number of cubes. Things were different sizes.

ACT: Today we are going to measure a shelf with our hands. First I will measure the shelf with my hands. Let's see how many hands long the shelf is from one side to the other. I am going to count each time I put a hand on the shelf. I want to know how many hands I can put in a line on the shelf. Please count with me.

[*Demonstrate by laying one hand on the edge of the top of the shelf and putting your other hand at the fingertips of your hand on the shelf. Move your hands across the shelf, fingertips to palm, as you count together how many "hands long" the shelf is. Invite children to join you in counting each hand as you move your hands across the shelf.*]



ASK: How many hands did we count?

EXPLAIN: The shelf is ___ hands long! I put a hand on the shelf ___ times. I put my hands on the edge (side) of the shelf, one at a time. The shelf is as long as ___ of my hands.

Now let's measure the shelf again by using someone else's hands.

ACT: [*Invite a child to measure the shelf with his/her hand. Encourage children to count along. Help as appropriate.*]

ASK:

- How many hands did we count with (child's name) hands?
- How many hands did we count with my hands?
- Why was the number of hands different for each person? (different sized hands)

EXPLAIN: Remember, our hands are different sizes. If your hand is a different size than your neighbor's hand, then each of you will have a different number of hands for the length of the shelf.

Let's measure something else with our hands!

ACT: [*Demonstrate with your hands how to measure another item in your room (rug, chair, etc.). Use the same procedure as described above. Invite a different child volunteer to measure the item with his/her hands after your demonstration.*]

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WEEK 25
DAY 1

Measuring Things *continued*

123 Mathematics

RECAP: Today we practiced measuring. We used our hands to measure a shelf and a _____. What happened when we measured with my hands and then someone else's hands? (the number of "hands long" was different) Why was the number of "hands long" different? (our hands are different sizes)

Scaffolding Tips

Extra support ■ To emphasize size differences in hands, ask children to compare their hand to their neighbor's hand.

Enrichment ■ When you compare the size of your hand to the size of a volunteer child's hand, ask children whose hand would go on the table more times (more "hands long")?

123 Center Activity

Invite children to measure items with their hands in the block center.

Family Child Care

Invite pairs of children to use their hands to measure items in your home and compare their measurements. Are the number of hands the same or different?

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WEEK 25

DAY 1

Focusing & Remembering

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Executive function

Children will understand how to modify their actions in response to aural cues.

Key Concepts

New: Quickly

Materials Needed

Chart paper

Marker

Construction paper—1 per child

Crayons—1 per child

Music with both fast and slow tempos (see Be Prepared)

Be Prepared: Suggested music with fast and slow tempos for this game: *Big Fun* CD by Greg and Steve. This CD contains several songs that include both fast and slow tempos within the same song.

If time permits, offer *Listening Bingo* from Week 24, 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 *Listening Bingo* from Week 24, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game with music called *Music Marks*. We will draw marks on a piece of paper while we listen to music. When the music moves quickly, we will draw quickly. **Quickly** means fast. When the music moves slowly, we will draw slowly.

Let me show you first.

ACT: [*Play a small excerpt from the music that demonstrates both a slow and a fast tempo. Point out to children which music segment is slow and which is fast. Then draw a continuous line or scribbles on chart paper, depending on the tempo of the music. When the tempo is slow, draw smooth, straighter lines in a slow manner. When the tempo is fast, draw quick scribbles in a faster manner.*]

EXPLAIN: Now we will try it together. As we draw, we will listen carefully to the music. When the music moves slowly, we will move our marker/crayon in a slow motion to draw our line. When the music moves quickly, we will move our marker/crayon in a fast motion to make scribbles. Let's try to keep our marker/crayon on the paper the entire time we draw.

ACT: [*Play the music. Observe as children draw marks. Discuss the tempo of the music and how it gets fast in different parts. Encourage children to continue for about one minute, and then discuss their marks by asking the following questions:*]

- Where on your paper did the music begin to move slowly?
- Where on your paper did the music begin to move quickly?
- How can you tell? (smooth, straighter lines compared to quick scribbles)

[*If time permits, play the game again.*]

RECAP: Today we played a game with music. What did we do when the music played during the *Music Marks* game?

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WEEK 25

DAY 1

Focusing & Remembering *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Model how to modify your drawing as the music is played, if necessary.

Enrichment ■ Invite children to sing a song (in place of the recorded music) while making music marks. ■ Invite children to try a rule change for *Music Marks*: Encourage children to draw bubbles (circles) when the music moves slowly and squares when the music moves quickly.

Center Activity

Provide different types of music as children continue making music marks.

Family Child Care

Invite children to tell family members about the *Music Marks* game at pickup time. Encourage families to try them at home.

The *Music Marks* game is an adaptation of *Music Maps* game. The *Music Maps* 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.

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WEEK 25

DAY 1

Creating Dance

Creative Expression

Be Prepared: Arrange children in their personal spaces so they do not unintentionally hit each other while moving their arms.

3–5 YEARS

Large Group

Skill and Goal

Skills that support creative expression

Children will create dance movements using their arms.

Key Concepts

Review: Choreographer

Materials Needed

Music player

My First Classical Music Album CD

Also Promotes

Physical/Health

Self-Regulation

BEGIN: We are learning some different ways to dance. We know that the person who creates dance movements is called a choreographer. Let's together say that big word: chor-e-o-gra-pher.

This week we can be choreographers. Each of us will make up dance movements with our bodies. We will be creative in making up dance movements. Each of us can imagine and try different types of dance movements.

EXPLAIN: Today each of us will create dance movements using one part of our body. We will use our arms to dance. We will make up arm movements.

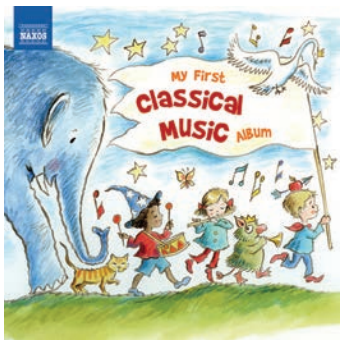
ACT: Let's practice some movements we can make with our arms.

[*Demonstrate and encourage children to try the movements listed below. Move your arms in ways that will be simple for children to try. For each movement, demonstrate and draw children's attention to several different ways to move your arms. Example: extend your arms fully forward and also partially forward.*]

- Let's try moving our arms forward.
- Let's try moving our arms backward.
- Let's try stretching our arms to the sides of our bodies.
- Now let's try bending our arms (at the elbow, up and down when in front of and at the sides of body).
- Let's try to move our arms in circles at the sides of our bodies (large, small circles).

EXPLAIN: We can put our different movements together to create a dance with our arms.

[*Describe and demonstrate putting several movements together. Example: "We can move our arms forward and then backward and then stretch our arms to our side while making circles."*]



Now I will play some music, and we can create a dance using only our arms. Remember to stay in your personal space. Our dance does not need to look like anyone else's dance.

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WEEK 25 DAY 1

Creating Dance *continued*

Creative Expression

ACT: [*Play part of Track six on the My First Classical Music Album CD. Encourage children to join in dancing with their arms.*]

RECAP: Today we created some dance movements using our arms only. What was it like to dance with your arms only?

Scaffolding Tips

Extra support ■ Limit the number of movements you invite children to try if children appear confused or begin to get inappropriately excited. ■ Suggest that children move one arm only if moving two arms seems too challenging. ■ In addition to describing and demonstrating how different movements can be put together, invite children to try combining some different movements prior to playing the music. ■ If children seem uncertain about what to do when the music plays, suggest and demonstrate some simple options.

Enrichment ■ If time permits, invite children to dance with their arms using slower and faster movements. Demonstrate slower and faster movements, and then play Track 12 on the *My First Classical Music Album* CD.

Center Activity

Provide a music player, music, and props, such as ribbons and scarves, that children can use to enhance dance movements they create with their arms.

Family Child Care

If you have access to the Internet, invite children to watch a dance performance of individuals in wheelchairs. Encourage children to watch and discuss how the dancers move using their bodies while staying seated in their chairs.

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WEEK 25

DAY 2

Understanding Letters

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend the two initial sounds (body) with the ending sound (coda) of hat and cat. Children also will identify and name the letter W.

Key Concepts

New: Hat

Review: Weight

Materials Needed

The Cat in the Hat by Dr. Seuss

*Letter W card

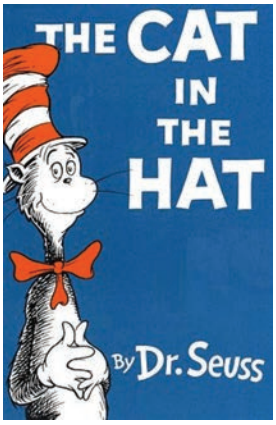
Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to read a book called *The Cat in the Hat*. The author and illustrator of the book is Dr. Seuss. A **hat** is something we wear on our head.

[*Display book cover.*]



ASK:
- What do you think our book might be about?
- What letters do you know on the front cover of our book?

EXPLAIN: Let's look at the title of our book.

[*Read title again as you point to each word.*]

I am going to say the two parts of one of the words in the title of our book. We can figure out the word by putting the two parts together. Listen carefully as I say the two parts of the word: ca-t. I will say it again: ca-t.

ASK: What is the word?

EXPLAIN: Yes! We have the word "cat" when we put "ca" and "t" together.

ACT: [*As you read the book, highlight the two parts of the words "cat" and "hat"—ca-t, ha-t—each time they occur. Pause briefly between the first part (body) and the /t/ sound (coda). Example: "We looked! And we saw him! The Ca-t in the Ha-t!" Encourage children to figure out the word by putting the two parts together.*]

EXPLAIN: We heard the words "ca-t" and "ha-t" many times in our book. We said the two parts together to figure out the word!

Now we are going to learn a different letter of the alphabet.

[*Display letter W card.*]



ASK: Does anyone know the name of this letter?

ACT: This is the letter W. We can write the letter W in two ways. We can write the letter W like this.

[*Demonstrate writing an uppercase W at the top of a chart paper.*]

This is an uppercase W.

We can also write the letter W like this.

[*Demonstrate writing a lowercase w at the top of a chart paper.*]

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Understanding Letters *continued*

This is a lowercase w.

We know that the word "weight" means how heavy something is. We can shift our weight from one leg to the other leg.

[*Demonstrate shifting your weight from one leg to the other leg.*]

The word "weight" begins with the letter w. I will write the word "weight" on our chart. I am going to write "weight"with a lowercase (small letter) w.

[*Say each letter as you write the word. Emphasize w.*]

Let's all say the word "weight."

[*Invite a volunteer child to point to the letter w in the word "weight."*]

Let's look at the very first letter of our name. Pop up if you have the letter W at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[*Encourage children to look at their name cards. Say the first names of children who have a W at the beginning of their name. If there are children whose name begins with the letter W who do not stand, point to the letter W on their name card. Compare the letter W in their name as you hold the letter W card next to their name card.*

If no one in the group has a first name beginning with the letter W, say "No one popped up because no one has a name that starts with the letter W." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter W.

If a child indicates there is a letter W in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter w that appears somewhere else in a child's name.]

RECAP: Today we read the book *The Cat in the Hat*. We listened to the two parts of the words ca-t and ha-t. When we put the two parts together, we can figure out the word.

We also learned about the letter W. What word begins with the letter w? (weight)

Scaffolding Tips

Extra support ■ As you read the book, encourage children to repeat the two parts of the words "ca-t" and "ha-t" each time you say them.

Enrichment ■ Say in two parts other words in the book with the second sound /t/. Examples: sa-t, ma-t.

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WEEK 25

DAY 2

Understanding Letters *continued*

Language/ Literacy

Center Activity

Provide the book used in today's activity and *picture cards of a cat and hat. Encourage children to say the two parts of the words as they retell the story. Example: "We looked! And we saw him! The Ca-t in the Ha-t!"





*Printables provided

Family Child Care

Invite school-age children to read to younger children the book used in today's activity. Encourage all children to say the two parts of the words "ca-t" and "ha-t" as they read or listen to the book.

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 25

DAY 2

Measuring Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Measurement knowledge

Children will understand how to measure items with a ruler.

Key Concepts

New: Ruler

Review: Length
Height

Materials Needed

3–4 types of 12-inch rulers (plastic, wood, metal)

Optional Reading

Measuring Penny (Rise and Shine) by Loreen Leedy

BEGIN: Yesterday we used our hands to measure things in our room. We know that if our hand is a different size than our neighbor's hand, each of us will have a different number of hands for the size of something.

EXPLAIN: There is a tool people can use to measure how long or tall something is. The tool is called a ruler.

[*Display 3–4 different types of rulers.*]

We use a **ruler** to measure the length and height of things. Remember, length is how long something is and height is how tall something is.

ASK:
- Have you ever seen someone use a ruler?
- How was the ruler used?

EXPLAIN: Most rulers are the same size. The rulers we just looked at are made of different things. But they are the same size.

[*Display the lengths of the rulers by holding them together at their ends.*]

ASK: Are our hands the same size?

EXPLAIN: Rulers are a better way to measure things because most rulers are the same size.

Let's measure a table with a ruler. We measure with a ruler the same way we measured with our hands. We line up the ruler with the edge of the item we are going to measure. Then we put our finger at the end of the ruler to mark where we will place the ruler again.

I will show you how to measure something with a ruler.

ACT: [*Demonstrate by laying the ruler on the edge of the table and putting your finger at the end of the ruler to mark where the ruler should be placed again. Move the ruler across the table. Line up the end of the ruler with your finger each time. Count together how many "rulers long" the table is. Invite children to join you in counting each ruler length as you move the ruler across the table.*]



ASK: How many rulers did we count?

EXPLAIN: The table is ___ rulers long! I put a ruler on the table end to end ___ times. The table is as long as ___ rulers.

ASK: Do you think the table will be the same number of rulers long if someone else measures it?

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Measuring Things *continued*

ACT: Let's try it and see!

[*Invite a volunteer child to use the ruler to measure the table. Help the child as he/she follows the procedure described above.*]

ASK: How many rulers did we count when (child's name) used the ruler to measure the table?

EXPLAIN: (Child's name) put a ruler on the table end to end ___ times. The table was still ___ rulers long! Rulers are better than our hands for finding the size of something because most rulers are the same size.

RECAP: Today we learned that a ruler is a tool we can use to measure how long and how tall something is. We practiced finding how many "rulers long" the table is.

Let's take a closer look at some rulers.

[*Distribute rulers for children to touch and see up close.*]

Scaffolding Tips

Extra support ■ When marking the end of the ruler with your finger, explain that your finger is placed where the ruler ends each time, so that you know where the next ruler should begin.

Enrichment ■ Invite small sets of children to look more closely at types of rulers (metal, wood, plastic) by putting them next to each other on a table. This arrangement emphasizes comparison of length. Ask: "What is the same about the rulers?" If children spontaneously note the numerals on rulers, encourage them to line up the numbers on two adjacent rulers. ■ Share with children that sometimes when we measure with a ruler, our ruler doesn't end up exactly at the end of the item.

123 Center Activity

Supply several rulers. Encourage children to work in pairs as they manipulate rulers while practicing how to measure large items in the room. Children may wish to take turns placing their finger at the end of the ruler to mark where the ruler should be placed again.

Family Child Care

Invite school-age children to use rulers to measure large items outdoors. Encourage younger children to join older children in counting aloud the number of "rulers long" something is.

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WEEK 25

DAY 2

Focusing & Remembering

Self-Regulation

3–5 YEARS

Be Prepared: If time permits, offer *Music Marks* from Week 25, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Music Marks* from Week 25, Day 1. The game for today may be less challenging when offered again at a later point.

Large Group

Skill and Goal

Executive function

Children will remember actions that correspond to specific sounds.

Key Concepts

Review: Practice

Materials Needed

3 musical instruments (rhythm sticks, cymbals, triangle)

Bell, drum (see Enrichment tip)

BEGIN: Today we will play a game that we've played before. It is a game played with music, and it is called *Musical Simon Says*. Who remembers what we do during this game?

EXPLAIN: We will use three musical instruments to play this game. We will use rhythm sticks, cymbals, and a triangle. Let's listen to the sound of each instrument first.

[*Play each instrument, one at a time, and describe its sound. Example: "A triangle makes a 'ting, ting' sound."*]

Each time I play one of the instruments, we are going to move our bodies in a certain way. When I stop playing an instrument, we will freeze and stop moving our bodies. Let's practice with the rhythm sticks first. Remember, when we practice, we do something many times so we can get better at it. Let's wiggle our knees when we hear the rhythm sticks.

ACT: [*Play the rhythm sticks for several seconds as children practice wiggling their knees.*]

Now let's clap our hands when we hear the cymbals.

[*Play the cymbals for several seconds as children practice clapping their hands.*]

Our last instrument is the triangle. Let's tap our knees when we hear the triangle.

[*Play the triangle for several seconds as children practice tapping their knees.*]

Great job moving parts of your body in different ways! Now when I play each instrument, we'll move our bodies the way we practiced.

- What will we do when we hear the rhythm sticks? (wiggle our knees)
- What will we do when we hear the cymbals? (clap our hands)
- What will we do when we hear the triangle?(tap our knees)

Let's try it!

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WEEK 25 DAY 2

Focusing & Remembering *continued*

Self-Regulation

[*Play each instrument for several seconds as children move their bodies in the intended ways. As children become more accustomed to the movement associated with the sound of each instrument, play each instrument for a shorter period of time.*]

RECAP: Today we played a game we've played before. What did we do when we heard the musical instruments during the *Musical Simon Says* game?

Scaffolding Tips

Extra support ■ Say each action as you play the instrument for children who need additional help with memory. Example: As you play the cymbals, say "clap your hands."

Enrichment ■ Invite three children to take turns playing one of the instruments as the other children move their bodies. In addition, encourage children to freeze when you stop playing each instrument. ■ Try mixing up instrument sounds. Example: Play the cymbals first, then the rhythm sticks, then the rhythm sticks again, then the triangle. ■ Invite children to try another rule change for *Musical Simon Says*: Invite children to jump up and down when a bell is played, stomp their feet when a drum is played, wiggle their hips when a triangle is played, and clap their hands when cymbals are played. Encourage children to stop when each instrument is stopped.

Center Activity

Provide several different musical instruments and encourage children to continue playing *Musical Simon Says*.

Family Child Care

Invite children to tell family members about the *Musical Simon Says* game at pickup time. Encourage families to try it at home. If you do not have musical instruments, use items from your home. Examples: hitting a plastic bowl with a wooden spoon, tapping two spoons together, banging two small boxes together.

The *Musical Simon Says* 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.

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WEEK 25

DAY 2

Creating Dance

Creative Expression

Be Prepared: Arrange children in their personal spaces so they do not unintentionally hit each other while moving their legs.

3–5 YEARS

Large/Small Group

Skill and Goal

Skills that support creative expression

Children will create dance movements using their legs.

Key Concepts

Review: Choreographer
Creative

Materials Needed

Music player

My First Classical Music Album CD

Also Promotes

Physical/Health

Self-Regulation

BEGIN: Yesterday we were choreographers. Each of us created dance movements with one part of our body. What part of our body did we use for our dance movements? (arms)

Today we will again be choreographers. We will create dance movements using our legs only. Each of us can imagine and try different types of dance movements. Remember, being creative means we use an idea to make or do something new.

ACT: Let's practice some dance movements we can make with our legs.

[*Demonstrate and encourage children to try the following movements:*]

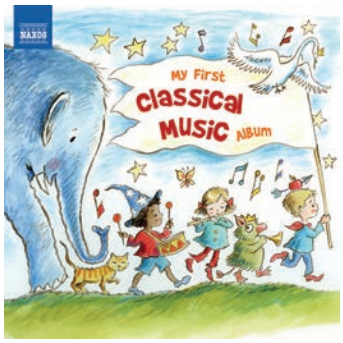
- Let's move our legs forward, one at a time.
- Let's move our legs backward, one at a time.
- Let's bend our legs at the knee.
- Let's move our legs to the side of our body, one at a time.

EXPLAIN: We can put our different movements together to create a dance with our legs. Remember, today we are creating dance movements with our legs only.

[*Describe and demonstrate putting several leg movements together. Example: "We can move a leg forward and then backward and then move our leg to the side of our body."*]

Now I will play some music, and we can create a dance using only our legs. Remember to stay in your personal space. Our dance does not need to look like anyone else's dance.

ACT: [*Play part of Track six on the My First Classical Music Album CD. Demonstrate and encourage children to join in dancing with their legs.*]



RECAP: Today we created some dance movements using our legs only. What was it like to dance with your legs only?

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WEEK 25
DAY 2

Creating Dance *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Limit the number of movements you invite children to try if children appear confused or begin to get inappropriately excited. ■ In addition to describing and demonstrating how different leg movements can be put together, invite children to try combining some different movements prior to playing the music. ■ During the dance segment of the activity, you may need to remind children to try to move their legs only. ■ If children seem uncertain about what to do when the music plays, suggest and demonstrate some simple options.

Enrichment ■ Suggest children slide (rather than lift) their leg when they move it forward, backward, and/or to the side. ■ If children have good balancing skills, suggest they stand on one leg and move their opposite leg in a small circle. ■ If time permits, invite children to dance with their legs using slower and faster movements. You may wish to demonstrate slower and faster leg movements. Play music, such as Track 12, on the *My First Classical Music Album* CD.

Center Activity

Provide a music player, music, and small bells for children to wear around their ankles, if available. Encourage children to create leg movements that sometimes (but not always) make a bell ring.

Family Child Care

If you have access to the Internet, invite children to watch an Irish dance performance. Encourage children to watch and discuss how the dancers move using their legs while holding the rest of their bodies still.

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WEEK 25

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The 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 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

Skill and Goal

Oral language

Letter knowledge

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

Key Concepts

New: 4–6 words (see Be Prepared)

Review: 1–2 words in book introduced on Day 1

Materials Needed

*Letter W card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

*Printables provided



BEGIN: [*Display letter W card.*]

What is the name of this letter?

[*Point to the uppercase letter W on the letter card.*]

Am I pointing to the uppercase or to the lowercase letter W?

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*

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Understanding Words *continued*

- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*
  - *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
  - *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."*]

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WEEK 25

DAY 3

Measuring Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Measurement knowledge

Children will understand the measurement concepts of foot and inch.

Key Concepts

New: Foot
Inch

Review: Ruler

Materials Needed

1 12-inch ruler per child

*Ruler template (see Be Prepared)

Masking tape

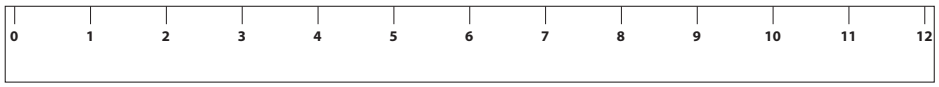
Optional Reading

Inch by Inch by Leo Lionni

Be Prepared: The centimeter lines on a ruler are not part of today's activity and might be confusing to children as they explore how a ruler shows inches. You may wish to print out and use the provided ruler, which shows inches only.

BEGIN: We are learning how to use a ruler to measure things. Today we will learn more about a ruler and how to measure things with a ruler.

[*Display a ruler and point to one end and then the other end.*]



EXPLAIN: The size of a typical ruler from one end to the other end is called a **foot**.

ASK: Why do you think we call the size of this ruler a foot?

EXPLAIN: Long ago people used their feet to measure things. They would walk toe to heel like this.

[*Walk toe to heel and count five "feet."*]

This is how the size of a typical ruler came to be known as a foot. A typical ruler is about the size of an adult's foot.

ASK: Do you think each person's foot was the same size?

ACT: [*Encourage children to put the sole of their foot (with shoe on) against the sole of a neighbor's foot and compare sizes.*]



ASK: Are our feet the same size?

EXPLAIN: Our feet are different sizes. Remember, our hands are different sizes, too. Long ago, people decided to measure things with something that was the same size. They began to use a ruler to measure things instead of their feet.

Sometimes when we measure with a ruler, our ruler doesn't end up exactly at the end of the item we are measuring.

Today we will learn about another part of a ruler that helps us to measure when this happens.

ACT: [*Give each child a ruler.*]

Let's look closely at our ruler. A ruler has numbers and lines on it. Watch as I point to and count the numbers at the top of my ruler.

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Measuring Things *continued*

[*Encourage children to count with you as you point to and count numbers 1–12 on your ruler.*]

Now let's count together the numbers on the top of our ruler. We will begin with the number one. Please point to each number as we count together.

[*Lead children in counting the numbers 1–12 on their ruler. Encourage children to point to each numeral as it is counted.*

Place one finger on the numeral one and another finger on the numeral two on your ruler.]

The length of the space from one number to the next number is called an **inch**. Let's put one finger on the number one and another finger on the number two.

[*Help children place their fingers, if necessary.*]

The space between both fingers is one inch. Now put one finger on the number two and another finger on the number three.

[*Help children place their fingers, if necessary.*]

The space between both fingers is also one inch. There are 12 inches on our ruler.

We use the inches on a ruler when our ruler doesn't end up exactly at the end of the item we are measuring. We can also use the inches on a ruler when we are measuring items that are smaller than one foot. I will show you one way to use inches when measuring.

[*Measure a large item that is not an exact number of feet. After measuring the last full foot, measure the remaining length using inches. Point to each inch as you count how many inches in the remainder of the item. When you are finished, say aloud the measurement of the item. Example: "This table is about three feet and six inches long." Use the word "about" to again signify that the item is close to the number stated if the item is longer or shorter than the last inch measured.*]

Now we are going to measure a person with our ruler. When we do this, we will first mark how tall the person is on the wall with tape. Then we will measure the tape to see how many feet and inches tall the person is.

[*Invite a volunteer child to stand up against a bare wall. Mark the child's height on the wall using masking tape. Place the tape on the wall from the floor to the top of the child's head.*]

Now we will use a ruler to measure how tall (child's name) is.

[*Begin measuring by placing the end of the ruler on the floor. Mark with your finger the number of feet as you measure the tape. Say the number of feet aloud as you count; one foot, two feet, three feet, etc. Restate the number of feet you counted. When you are near the top end of the tape, use inches to measure the remaining distance. Say*

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Measuring Things *continued*

the number of inches aloud as you point to and count each inch; one inch, two inches, three inches, etc. Restate the number of inches you counted.]

We used a ruler and we found that (child's name) is about __ feet and __ inches tall.

RECAP: Today we used a ruler to measure how tall (child's name) is. Who can tell us what we can use to measure when our ruler doesn't end up exactly at the end of the item we are measuring? (inches)

Scaffolding Tips

Extra support ■ Invite children to help point to the inch marks as you count the number of inches when measuring the tape. ■ In the measurement of a child's height, emphasize that we used two different numbers to say how tall (child) is. The first number is the number of feet. The second number is the number of inches.

Enrichment ■ Ask children if they'd like to be the "recorder" and record the measurement of the volunteer's height on a sheet of paper that you provide. On the paper (one for each "recorder"), put the words feet and inches on separate lines. Encourage children to put the appropriate numbers next to each line. Children may use hash marks (little lines) instead of actual numbers.

123 Center Activity

Supply rulers. Encourage children to use a ruler to measure various larger items in your room. Blocks are useful for learning how to measure inches.

Family Child Care

Measure larger items while at the playground or at the park. Invite children to help you measure and count the number of feet and inches.

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WEEK 25

DAY 3

Understanding Feelings

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Emotion knowledge

Children will strengthen their understanding of different emotions.

Key Concepts

Review: Emotion

Materials Needed

The Way I Feel by Janan Cain

*Our Feelings poster

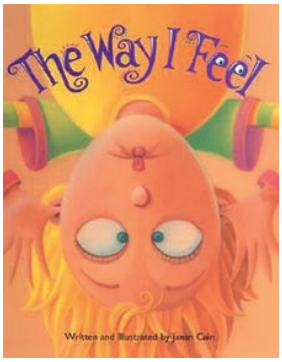
Also Promotes

Language/Literacy

*Printables provided

BEGIN: We are learning about many different emotions. What is an emotion? (the way we feel)

We are going to read our book *The Way I Feel* to remind us of some of the emotions we have talked about.



ACT: [*After reading each page, use the following questions to engage children in a discussion of the emotion:*]

- What do you notice about the child's face?
- What do you notice about the child's body?
- What kinds of things might make us feel _____?

[*Follow-up prompts, if needed: "Why might someone feel _____?" "What might happen to make someone feel _____?"*

Point to and identify the pertinent picture on the Our Feelings poster. You may wish to invite a volunteer child to do this for the feelings that are easy to identify on the poster.]



EXPLAIN: Sometimes it's hard to tell how someone else is feeling. Let's look at the picture of the child on the cover of our book.

[*Display book cover, upside down.*]

ASK:
- Is it easy for us to figure out what this child is feeling?
- Why? Or why not?

RECAP: We talked about many different emotions today. We can try to figure out how people feel by looking at their face and body, and also thinking about what might have happened.

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WEEK 25
DAY 3

Understanding Feelings *continued*

Social-Emotional

Scaffolding Tips

Extra support ■ If children find it difficult to identify reasons a person might be feeling a specific emotion, describe one or several situations that might contribute to the feeling. Example: "We might feel this way if we tried several times to tie our shoe, but couldn't do it."

Enrichment ■ Describe a typical classroom situation that might prompt children to feel different ways. Example: "We cannot go outside today because it is raining." (some children may be disappointed, some children may be happy) Encourage children to talk about why children may have different feelings about the same thing.

Center Activity

Provide children with the *Our Feelings poster and handheld mirrors. Encourage each child to look at his/her face in the mirror as he/she imitates each expression on the poster.

*Printables provided

Family Child Care

At appropriate points during the day, gently and briefly draw a child's attention to what he/she may be feeling. Example: "You have a smile on your face, Joshua. Are you happy we are having your favorite snack?"

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WEEK 25

DAY 3

Creating Dance

Creative Expression

3–5 YEARS

Large/Group

Skill and Goal

Skills that support creative expression

Children will create dance movements using their arms and legs.

Key Concepts

Review: Choreographer

Materials Needed

CD player

My First Classical Music Album CD

Also Promotes

Physical/Health

Self-Regulation

Be Prepared: Arrange children in their personal spaces so they do not unintentionally hit each other while moving their legs and arms. You may wish to use hoops, tape, or some other way to mark each child's personal space.

BEGIN: This week we have been choreographers creating different dance movements. Each of us made up movements, first with our arms and then with our legs.

- Was it sometimes hard to move only your arms or only your legs when you danced to the music?
- Did you want to move some other parts of your body, too?

EXPLAIN: Today we will create dance movements using our legs and our arms. We can do movements we created earlier this week. We also can try different movements. Each of us can do different types of dance movements.

When we invent our dances, we will stay in our own space and try to stay out of other people's space.

ACT: There are different ways we can put leg and arm movements together.

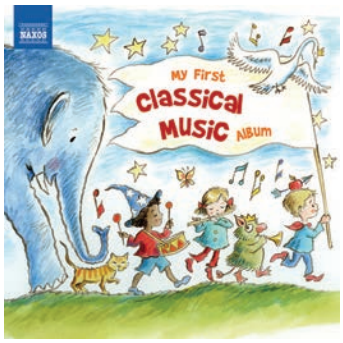
[*Demonstrate and describe putting an arm movement and then a leg movement in sequence. Example: "I am moving my arms forward. I am holding my arms out in front of me. Now I am moving one of my legs forward."*]

Let's practice putting together some arm and leg movements into a dance.

[*Encourage children to try several combinations of arm and leg movements. Offer verbal support as appropriate.*]

EXPLAIN: Now I will play the music we listened to when we created dance movements with our arms only; then with our legs only. This time we will use both our arms and legs. Remember, our dance does not need to look like anyone else's dance.

ACT: [*Play part of Track 12 on the My First Classical Music Album CD.*]



RECAP: Today we created some dance movements using our arms and our legs. What was it like to dance with more than one part of your body?

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WEEK 25
DAY 3

Creating Dance *continued*

Creative Expression

Scaffolding Tips

Extra support ■ Children may benefit from your offering demonstrations and descriptions of some arm movements (Day 1) and leg movements (Day 2). ■ If children seem uncertain about what to do when the music plays, suggest and demonstrate some simple options.

Enrichment ■ Invite children to try a more advanced set of movements. Demonstrate and describe moving one or both arms and a leg at about the same time. Example: move one arm and one leg (perhaps opposite arm and leg) forward at the same time. ■ Demonstrate and describe how to pause between combined dance movements and how to alternate slower and faster movements. Example: Move arms forward, pause, move one leg forward slowly, pause, move the opposite leg forward quickly, pause, move arms backward slowly.

Center Activity

Provide a CD player, music, and props that children enjoyed using on Days 1 or 2. Encourage children to try different combinations of arm and leg movements.

Family Child Care

At pickup time, encourage children to tell family members how they have been a choreographer and to share some of the dance movements they created.

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WEEK 25

DAY 4

Understanding Letters

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: Today's activity focuses on the two parts of one-syllable words found in *The Cat in the Hat*. Choose ahead of time one-syllable words to highlight as you read the book. Break each word into two parts as it is read. The first part of the word (body) includes all phonemes through the vowel and the second part of the word (coda) includes any consonants that come after the vowel. Focus on one word approximately every other page. Examples: si-t, ba-d, cu-p, fi-sh, shi-p, po-t, li-ke.

Skill and Goal

Phonological awareness

Letter knowledge

Children will blend the two initial sounds (body) with the ending sounds (coda) of one-syllable words. Children also will understand the name and sound of the letter W.

Key Concepts

Review: Hat

Materials Needed

The Cat in the Hat by Dr. Seuss

Chart paper

*Letter W card

*4 letter W picture cards

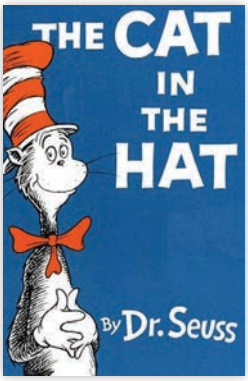
Children's letter journals

Writing tools—1 per child

List of children's first names for display to children

*Printables provided

BEGIN: On Day 2 we read the book *The Cat in the Hat*. Please listen carefully as I say the two parts of a word from the title of the book. The two parts of the word are "ha-t." What is the word? (hat) We know that a hat is something we wear on our head.



EXPLAIN: Today we are going to read our book again. This time we are going to listen to the two parts of some more words. We can figure out the words when we put the two parts of the words together.

ACT: [*As you read the book, highlight the two parts of words you have chosen (see Be Prepared). Pause briefly between the two parts. Example: "My tricks are not ba-d." Encourage children to figure out the word by putting its two parts together.*]

EXPLAIN: We heard the two parts of many words in our book. We can figure out a word when we put its two parts together!

Let's learn more about the letter W.



[*Display letter W card.*

If a child(ren) whose name begins with the letter W was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter W when you say the name.]

Maybe someone in our group has the letter w somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase w and it will look like this.

[*Point to the lowercase w on the letter card.*]

Pop up if you have the letter w somewhere else in your name (not at beginning).

[*If a child has the letter w somewhere else in his/her name, point to the name and to the letter w on the list of children's first names so all children can see the name and the letter w.*]

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Understanding Letters *continued*

Language/ Literacy

ASK: What is our word that begins with the letter W? (weight)

ACT: The letter W says /w/, just like at the beginning of the word "weight." /w/, /w/, weight. Let's say that together: /w/, /w/, weight.

I have two pictures of things that begin with the letter W. I wonder what they could be?



Polar Cruises/flickr/(CC BY 2.0)





labbradolci/flickr/(CC BY-NC 2.0)



[*Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says wagon. The letter w is at the beginning of the word." Repeat this procedure with a second picture card.*]

Let's think of some other words that begin with the letter W and write them on our chart. Remember, the letter W says /w/, /w/.

[*Help children by suggesting other words that begin with w. Examples: water, word, waffle, window.*

Invite one or more volunteer children to find the letter w in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Demonstrate and describe how to mark the uppercase letter W on your chart paper.]

We use four lines to make an uppercase W. We begin by making a straight line down, then a line up, then a line down, then another line up.

[*Give each child his/her letter journal.*]

Now we are going to write the letter W in our letter journal. Please write the uppercase (big) letter W in your journal. Write as much of the letter as you can.

RECAP: Today we read the book *The Cat in the Hat* again. We listened to the two parts of some words in the book. We can figure out a word when we put its two parts together.

We also learned that the letter W says /w/, just like at the beginning of the word "weight." We made the uppercase (big) letter W in our letter journal. Let's say together the sound the letter W makes (/w/).

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WEEK 25
DAY 4

Understanding Letters *continued*

Language/ Literacy

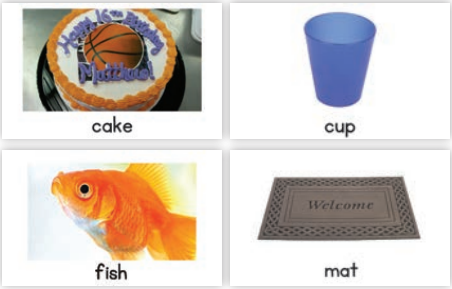
Scaffolding Tips

Extra support ■ As you read the book, encourage children to repeat the two parts of each word each time you say them. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Say the w word "wasp" in two parts: wa-sp. Encourage children to figure out the word. ■ Some children may be interested in your demonstrating and describing how to make a lowercase w. Example: "A lowercase w looks like an uppercase W, but it is smaller."

Center Activity

Provide the book used in today's activity and *picture cards of a cake, cup, fish, and mat. Encourage children to say the two parts of the words as they retell the story. Example: "I can hold up the cu-p and the milk and the ca-ke!"



*Printables provided

Family Child Care

Invite school-age children to draw pictures of one-syllable words from the book. You may wish to provide children with the list of words highlighted in the main activity. Invite school-age children to share their pictures with younger children as they say each word in two parts. Example: "This is a picture of a shi-p. What is it?"

The beginning sound activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

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WEEK 25

DAY 4

Measuring Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Measurement knowledge

Children will strengthen their understanding of foot and inch.

Key Concepts

Review: Inch
Ruler
Foot
Compare
Equal

Materials Needed

Prepared chart (see Be Prepared)

Writing tool

Basket

Items to be measured that are smaller than one foot—1 per child

1 12-inch ruler per child

*Ruler template from Day 3 (see Be Prepared)

Be Prepared: The centimeter lines on a ruler are not part of today's activity and might be confusing to children as they explore how a ruler shows inches. You may wish to print out and use the provided ruler used on Day 3, which shows inches only. Prepare a chart that shows the items in the basket. See sample chart in activity plan.

BEGIN: [*Hold up a ruler. Put one finger on the numeral one and another finger on the numeral two.*]

I have one finger on the number one and another finger on the number two on my ruler. What do we call the length of space between my fingers? (inch)

EXPLAIN: Yesterday we learned that we can use the inches on a ruler when our ruler doesn't end up exactly at the end of the item we are measuring. Today we will use inches to measure things that are shorter than a ruler.

ASK: [*Display a crayon in your hand.*]

- We know that a typical ruler is one foot long. Do you think this crayon is longer than one foot, or shorter than one foot?
- How could we find out for sure?

[*Display a ruler next to the crayon.*]

EXPLAIN: A crayon is shorter than one foot. We need to use inches when we measure a crayon. Watch as I measure this crayon in inches.

[*Measure the crayon by lining up the end of the crayon with the end of a ruler. Point to the inches on the ruler as you count them. Make sure all children can see your actions.*]

This crayon is about __ inches long.

ACT: We are going to measure some items with a ruler.

[*Display a basket of items to measure.*]

I have several items in this basket we will measure together. Each of these items is shorter than one foot. Each item in the basket will need to be measured in inches. Each time we measure an item, we will write the number of inches on this chart. When we are finished measuring each item, we will compare the different sizes.

[*Invite one child at a time to help you measure an item. Measure one dimension only of each item. As you count the number of inches together, write the measurement on the chart. Restate the number of inches when*

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Measuring Things *continued*

you are done counting. Example: "This _____ is about ___ inches long." Be sure to include a different item for each child. Examples are listed on the chart below:]

pencil	scissors	marker	block	glue	book	toy	spoon	cup
								

EXPLAIN: Now we will compare some of the items we measured. Remember, when we compare things, we look for ways they are similar or different. Today we will compare the size of the items. Let's begin by looking for the item that is the largest. We can find the largest item by looking for the largest number of inches on our chart.

ASK: Which item on our chart is the largest?

EXPLAIN: Now let's look for the item that is the smallest. This item would be the smallest number of inches on our chart.

ASK: Which item is the smallest?

EXPLAIN: Let's hold the two items close to each other and compare them.

ASK: Can we tell which item is largest when we look at the two items next to each other?

EXPLAIN: Now let's find out if any of our items are the same number of inches. Remember, when things are the same, they are equal.

ASK: Are any of the items listed on the chart an equal number of inches?

[*Display items that have equal measurements next to each other.*]

EXPLAIN: Each of these items is about ___ inches.

RECAP: Today we used a ruler to measure some items that were each less than a foot. What part of the ruler did we use to measure the items? (inches)

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Measuring Things *continued*

Scaffolding Tips

Extra support ■ Encourage children to help point to the inches as you count. ■ In addition to writing numerals on the chart, add hash marks (small lines) to show the number of inches (one mark per inch). Explain that the hash marks are similar to the dots on our number cards.

Enrichment ■ Ask children to find other items in the room they think are smaller than a foot. Try their ideas by measuring the items. ■ If children are able, invite them to write the numeral on the chart.

123 Center Activity

Supply items used in today's activity. Invite children to use a ruler to measure the items.

Family Child Care

Take some rulers to the playground or park. Encourage children to measure items smaller than a foot. Compare the items by discussing which are smaller and which are larger.

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WEEK 25

DAY 4

Exploring Where We Live

Social Studies

Be Prepared: Use the provided pictures of uniformed helpers if you were not able to secure a job uniform(s) for Week 24.

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will understand how different parts of a uniform are used.

Key Concepts

Review: Uniform

Materials Needed

Uniform(s) used in Week 24 or 5 pictures as shown

BEGIN: Last week we looked at uniforms and the patches some people wear on their uniforms. Remember, a uniform is clothing worn by members of the same group.

[*Display uniforms used in Week 24, Day 4 or pictures of uniforms.*]

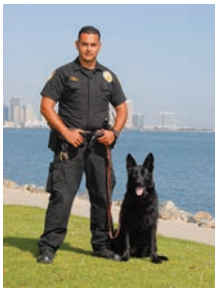
Which uniform do you like the most? Why?



U.S. Department of Agriculture/Flickr.com/(CC BY 2.0)

Today we will talk about how different parts of a uniform are used.

ACT: [*Display uniforms from Week 24 or provided pictures, one at a time, and point to a part of the uniform, such as a hat, belt, or particular pocket. Invite children to offer ideas about how this part of the uniform might help people who wear the uniform to do their job.*



Port of San Diego/flickr.com/(CC BY 2.0)

Examples (from pictures):

- *Cook: The cook is wearing a hairnet. What does a hairnet do? (keeps hair on the cook's head from falling into the food she is preparing; even clean hair can have germs) Why is the cook wearing gloves? (keep germs on her hands from getting into the food she is preparing)*



- *Policeman's uniform: What is in the shirt pocket? (pens; police officers use pens to write things) What is hanging from the police officer's belt? (keys)*



- *Firefighters' uniforms: What are the firefighters wearing on their heads? (helmets that keep their heads safe) Why are the firefighters' boots so heavy? (so they can walk through damage from a fire) The firefighters' uniforms are heavy. Why? (to protect the firefighters from fire) What do firefighters do with the masks hanging from their uniforms? (breathe clean air because it is dangerous to breathe smoke)*



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Exploring Where We Live *continued*

Social Studies

- *Construction worker: Why is the construction worker wearing a hard hat? (to protect her head from heavy things that fall from above)*
- *Nurse: Why is the nurse wearing gloves? (to protect the patient from getting germs from the nurse's hands; gloves also protect the nurse from getting germs from the patient)*]

RECAP: Today we talked about how different parts of uniforms are used.

Scaffolding Tips

Extra support ■ If children are unsure of how different parts of a uniform are used, give hints as appropriate. Example: "Why do you think the cook is wearing an apron? What might get on her clothing?"

Enrichment ■ Invite children to discuss parts of a uniform his/her family member wears. ■ You may wish to take children on a brief "field trip" in your center to look at uniforms of Command officials shown in pictures.

Center Activity

Provide uniforms or pictures of uniforms and various accessories, such as belts, footwear, and head wear. Encourage children to match the accessories with the uniform.

Family Child Care

Continue to invite family members to bring in and talk about their uniforms. Encourage children to help their family member describe the uniform(s).

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WEEK 25

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Small Group

Skill and Goal

Motor development

Good health practices

Children will use fine motor skills to place healthy food toppings on a pretend pizza.

Key Concepts

New: Topping

Review: Grain
Dairy
Vegetable
Protein
Fruit

Materials Needed

Paper plates—1 per child

*Pretend pizza toppings (see Be Prepared)

3 bowls

Clothespins—1 per child

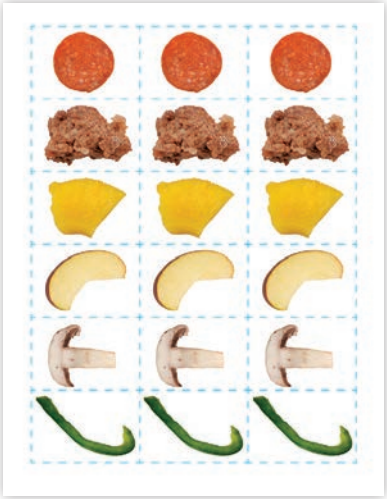
Spoons (see Extra Support tip)

Also Promotes

Mathematics

*Printables provided

Be Prepared: Cut apart "pizza toppings" for each child. One provided sheet has enough toppings for one child. Place toppings for all children in three different bowls: vegetables, protein, and fruit.



BEGIN: We are learning how to choose healthy foods to eat. We know it is important to eat different kinds of healthy foods. There are five different types of foods that are good for us.

EXPLAIN: Today we will make a pretend pizza! Making a pizza will help us think about foods that are healthy for us to eat. Each of us will make our own pretend pizza.

ASK: Do you like pizza with a thin crust or a thick crust?

EXPLAIN: We will begin making our pretend pizza with a food made from grain. We know that grain comes from the seeds of plants. Pizza crust is made from grain. We also will begin making our pizza with a dairy food. We know that most dairy foods are made of milk that comes from cows. Cheese is a dairy food. We will pretend a paper plate is our pizza crust with cheese on it.

[*Give each child a paper plate.*]

Now let's think about the toppings we want on our pretend pizza. A **topping** is a food we put on top of another kind of food. There are many kinds of healthy toppings for pizza. We have vegetable, protein, and fruit toppings for our pizza.

We can use clothespins to place our toppings on our pizza. We may not want our hands to get messy!

[*Give each child a clothespin.*]

Let's practice opening and closing our clothespin. To open our clothespin we squeeze the top together. Let me show you.

ACT: [*Demonstrate how to open the clothespin with your fingers. Invite children to practice opening their clothespin. Help, if appropriate (see Extra Support tip).*]

Our first topping will be a vegetable. Remember, a vegetable is the part of a plant that we can eat.

[*Display bowl of vegetable toppings (mushrooms and peppers).*]

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Staying Healthy and Safe *continued*

Physical/ Health

We can choose one or two vegetable toppings for our pizza. We can use our fingers to pick up the toppings and then place them in our clothespin if we'd like. Watch as I show you.

[*Pick up the edge of a topping and place it in the clothespin. Use the clothespin to place the topping on your pretend pizza. Invite children to use their fingers or their clothespin to place their vegetable topping(s) on their pizza.*]

Now let's think about the type of protein we want on our pretend pizza. We know that protein is a nutrient that helps our muscles, bones, and other parts of our body grow and stay strong.

[*Display bowl of protein toppings (pepperoni and sausage).*]

We can choose one or two protein toppings to put on our pizza.

[*Invite children to use their fingers or their clothespins to place their protein topping(s) on their pizza.*]

Many people like to have fruit on their pizza. A fruit grows on a bush or tree. Have you ever had fruit on your pizza?

[*Display fruit toppings (pineapple and apples).*]

We can put fruit on our pizza or have it as a pretend dessert. Let's place some fruit toppings on our pizza or next to our pizza if we'd like to have the fruit for a pretend dessert. We can choose one or two fruit toppings to put on or next to our pizza.

[*Invite children to use their fingers or their clothespins to place their fruit topping(s) on or next to their pizza.*]

RECAP: Today we made a pretend pizza with each of the five healthy types of foods. Healthy food is yummy!

Scaffolding Tips

Extra support ■ Some children may have difficulty squeezing their clothespin to open it. Help by placing their fingers in the appropriate places on the clothespin. If children are unable to open the clothespin, encourage them to place each topping on a spoon as they move it to their pretend pizza. Use of a spoon promotes the activity's focus on fine motor skills.

Enrichment ■ Encourage children to touch only the sides of the topping card as they place it in their clothespin in order to keep their hands from getting messy! ■ Invite children to think of other foods that are included in each type of food placed on the pizza. Example: "What is another vegetable we could put on our pizza?"

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WEEK 25

DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

Center Activity

Provide paper plates, clothespins, and *toppings used in today's activity. Encourage children to continue to choose from healthy food choices to make their own pretend pizza.

*Printables provided

Family Child Care

Invite children to make English muffin mini pizzas for lunch. Provide each child with 1–2 English muffin halves, tomato sauce, and topping choices (vegetables, fruits, protein, and dairy). Discuss each of the healthy food types as children make their own pizzas.

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WEEK 25

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify and say the sound of the letter W.

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

*Letter W card

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

*Printables provided

Be Prepared: This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.



BEGIN: [*Display letter W card.*]

What is the name of this letter? What sound does the letter W make?

Letter W says /w/, just like in "weight." /w/, /w/, weight. Let's together say /w/, /w/, weight.

EXPLAIN: Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*

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Understanding Words *continued*

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.*]

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WEEK 25

DAY 5

Measuring Things

123 Mathematics

3–5 YEARS

Large Group



Skill and Goal

Measurement knowledge

Children will deepen their understanding of a ruler as a standard tool of measurement.



Key Concepts

Review: Ruler
Foot
Inch



Materials Needed

12-inch ruler

Pencil or block of less than 12 inches

BEGIN: We are learning more about how to measure things. This week we measured items with our hands and with a ruler.

EXPLAIN: We know that when we measure with our hands, the number of "hands long" can be different because our hands are different sizes.

Measuring with a ruler is better than measuring with our hands because typical rulers are always the same size.

We learned that the length of a typical ruler from one end to the other is one foot. We also learned that we can find the size of things with inches.

ASK: [*Display a ruler.*]

Where can we find one inch on this ruler?

[*Place one finger on the numeral one and another finger on the numeral two on the ruler.*]

EXPLAIN: The length of the space on a ruler from one number to the next number is called an inch.

We know that we can use the inches on a ruler when our ruler doesn't end up exactly at the end of the item we are measuring. Let's measure the length of our table using feet and inches.

[*Measure the table length using a ruler. Count as you move the ruler. After measuring the last full foot, say the number of feet. Then explain you will measure the rest of the table in inches. Measure the remaining length using inches. Point to each inch as you count how many inches in the remainder of the table length. When you are finished, say aloud the measurement.*]

ASK: How long is our table? It is about ___ feet and ___ inches.

EXPLAIN: We also know how to measure things that are smaller than one foot.

Let's together measure the pencil (or block).

ACT: [*Measure the pencil (or block) by lining up the ruler with the bottom of the pencil. Encourage children to count the number of inches together. Restate the number of inches when you are done counting. Example: "Our pencil is about ___ inches long."*]

RECAP: We had fun this week learning more about measuring. Why is measuring with a ruler better than measuring with our hands? (typical rulers are always the same size, hands are different sizes)

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Measuring Things *continued*

Scaffolding Tips

Extra support ■ Encourage children to help point to the inches as you count.

Enrichment ■ Invite children to measure their own hands with a ruler. How is the measurement different from their neighbor's?

123 Center Activity

Supply the housekeeping center with rulers. Encourage children to measure various play food items.

Family Child Care

Invite children to measure legs and arms of each other with a ruler. Encourage school-age children to list the measurements on a graph. Invite children to compare measurements and determine whose arm or leg is the tallest/shortest.

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WEEK 25

DAY 5

Exploring Where We Live

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Knowledge of social environments

Children will strengthen their understanding of different kinds of job uniforms.

Key Concepts

New: Clothesline
Clue

Review: Job

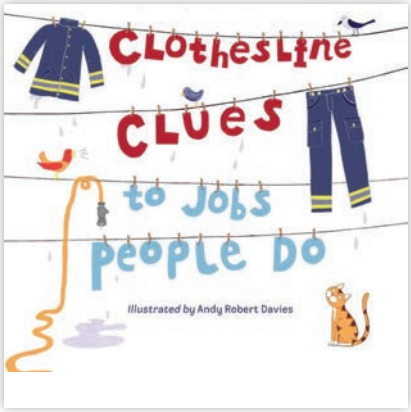
Materials Needed

Clothesline Clues to Jobs People Do by Kathryn Heling and Deborah Hembrook

BEGIN: We are learning about different kinds of uniforms worn by helpers in our community.

EXPLAIN: Today we will read a book called *Clothesline Clues to Jobs People Do*. It was written by Kathryn Heling and Deborah Hembrook.

[*Display cover of book and point to the clothesline.*]



A **clothesline** is a place where people can hang clothes to dry. The clothing on the clothesline in our book will give us clues about the job a person does. A **clue** is something that helps us find an answer to a question.

ASK: What is a job? (something someone does to help a community or country be a healthy and safe place to live)

ACT: [*As you read the book, invite children to try to figure out each person's job based on the clothesline clues. After a job is revealed, discuss how items on the clothesline help a person do his/her job. Example: The carpenter wears safety glasses to protect her from pieces of wood that may get in her eyes as she is working.*]

RECAP: Today we read a book that gave us clues about different jobs people do. People wear different things to do different jobs. Which job in the book would you like to do?

Scaffolding Tips

Extra support ■ Explain names of jobs that may not be familiar to children. Example: A chef is another name for a cook.

Enrichment ■ Invite children to tell about a time they saw someone wearing a uniform shown in an illustration.

Center Activity

Encourage children to dress like community helpers. Supply props shown in the book. Examples: cap, letters, bag for mail, bandanna, oven mitts, apron, art smock, safety goggles, suspenders, boots.

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Exploring Where We Live *continued*

Social Studies

Family Child Care

Invite school-age children to share the book used in today's activity with younger children in your setting. Encourage younger children to share with school-age children how each item on the clothesline is used.

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WEEK 25

DAY 5

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Small Group

Skill and Goal

Motor development

Good health practices

Children will use fine motor skills to identify types of healthy foods.

Key Concepts

Review: Riddle
Protein

Materials Needed

*Picture card stick puppets (see Be Prepared)

Also Promotes

Self-Regulation

*Printables provided

Be Prepared: In today's activity children will use picture card stick puppets to solve riddles. Each child will need five picture cards (one of each food type) affixed to craft sticks. Use sticky tack or glue to affix each picture card to a craft stick. See adjacent picture.

BEGIN: We are learning about healthy foods. Yesterday we made pretend pizzas with healthy foods. What was your favorite topping on your pretend pizza?



EXPLAIN: Today we are going to use our food picture cards to help us remember the five kinds of healthy foods. We will each get five picture cards because there are five types of healthy food.

ACT: [*Give each child a set of five picture cards on craft sticks (see Be Prepared).*]

Each of us has one picture card for each type of food.

- Please hold up your picture of a banana. A banana is a fruit. Let's tap our knee with our picture of a fruit.
- Now let's hold up our picture of green beans. Green beans are a vegetable. Let's each hold upside down our picture of a vegetable.
- Let's hold up our picture of chicken. Chicken has a lot of protein. Let's use our hand to gently wave in the air our picture of a food that provides protein.
- Please hold up your picture of bread. Bread is made from grain. Let's twirl our picture of food made from grain.
- Let's hold our picture of cheese. Cheese is a dairy item. Let's place our picture of a dairy item between the palms of our hands.



Now let's place each of our food cards in front of us.

EXPLAIN: I am going to say a riddle for each of our five different types of foods. Remember, a riddle is a fun way to ask a question. Wiggle your picture card that answers the riddle.

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WEEK 25 DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

ACT:

- I am a fruit. What am I? (banana) Wiggle your fruit picture card!
- I am made from grains. What am I? (bread) Wiggle your grain picture card!
- I am a vegetable. What am I? (green beans) Wiggle your vegetable picture card!
- I am a dairy food. What am I? (cheese) Wiggle your dairy picture card!
- I am a food that provides protein that helps our muscles, bones, and other parts of our body grow and stay strong. What am I? (chicken) Wiggle your protein picture card!

[*If time permits:*]

EXPLAIN: Let's use our picture cards as we sing a new song! Our song is called "Five Healthy Foods."

ACT: [*Teach the adjacent song. Encourage children to wiggle the appropriate picture card as they sing about each type of food.*]

RECAP: Today we used our food picture cards to help us remember the five types of healthy foods. Healthy foods are fun!

Five Healthy Foods

(sung to the tune of "Mary Had a Little Lamb")

We can name five healthy foods,
Healthy foods, healthy foods.
We can name five healthy foods,
Sitting on our plate.
Fruit is a healthy food,
Healthy food, healthy food.
Fruit is a healthy food,
Sitting on our plate.

Veggies are a healthy food…

Protein is a healthy food…

Dairy is a healthy food…

Grain is a healthy food…

Scaffolding Tips

Extra support ■ Demonstrate how to move each picture card in the first part of the activity. ■ If children are unsure which picture card to hold up to answer a riddle, give an additional hint. Example: This fruit is yellow on the outside (banana). ■ Wiggle your own set of picture cards as you teach children the song.

Enrichment ■ Encourage children to think of other ways they can move their picture card puppets with their hands. Examples: Moving them back and forth or up and down.

Center Activity

Provide play food, scoops, and small shovels in the sand table. Encourage children to use the scoops and shovels to hide and then find the different kinds of play food. Children may wish to sort the play food into healthy and not healthy groups.

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WEEK 25

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Family Child Care

Encourage school-age children to create a menu of healthy foods. Invite children to divide the menu into the five different food types. Children may wish to draw pictures of each food item on the menu to aid younger children in "reading" the menu. Encourage all children to use the menus in the housekeeping center as they pretend to serve food at a healthy food restaurant!

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